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ABSTRACT

In anticipation of federal welfare reform, the Texas Department of Human Services developed and implemented the REFOCUS program, designed to enhance the economic self-sufficiency of English-as-a-Second-Language recipients of Aid to Families with Dependent Children (AFDC) through better use of existing education, job training, employment, and social services. To assist with interagency collaboration, the Texas Higher Education Coordinating Board funded a project at the El Paso Community College to develop a model AFDC client orientation program for statewide replication. Development and implementation of this model are described here. The first chapter discusses the organizational and operational components of the project, including the education broker concept, the advisory committee and its recommendations, the three-step model, interagency partnerships, agency visits, site selection, class size, recruitment strategies, staffing, and a summary report on the first class. The second chapter outlines the curriculum theory and design used in development of the course, including the rationale, instructional goals, teaching strategies and suggestions, teacher effectiveness, and staff training. Chapter 3 describes the program's evaluation procedures and summarizes results. The fourth chapter contains the curriculum for days 1-12 and suggests resources for materials. Appended materials consist of forms used in the program. A 21-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Project REFOCUS: A Partnership to Respond to Welfare Reform

Model for Implementing The REFOCUS Employment Program

Project funded by the Texas Higher Education Coordinating Board - Community College and Technical Institutions Division - funded under the Carl D. Perkins Vocational Education Act

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EL PASO COMMUNITY COLLEGE
PROJECT REFOCUS

This handbook is a compilation of detailed experiences, activities and materials that comprise the Model for Implementing the REFOCUS Employment Program funded by the Texas Higher Education Coordinating Board - Community College and Technical Institutions Division funded under the Carl D. Perkins Vocational Education Act. It is written from a practitioner's point of view and is intended to assist anyone who is interested in developing a similar program. Most of what was learned in conducting this pilot project at El Paso Community College is described in this handbook as well as the actual curriculum and materials that were developed.

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- The Paso Adelante Facilitator Aides: Maria Aguilera, Carmen Cadena, Irene Cordova, Dora Escudero, Elvira Garcia, Sylvia Gonzalez, Liza Munoz and Dianna Sanchez

Project REFOCUS has adapted many ideas, recommendations and activities from a variety of sources. Every effort has been made to accurately cite the appropriate sources behind the strategies and suggestions that are presented in this handbook; however, at the time this manuscript went to the printer several sources were not known for some of the material. If a reader can provide us with authorship or copyright information, the appropriate references will be included in all future publications and revisions of this handbook.

A particularly useful resource we recommend for developing an educational model for the implementation of the 1980 Family Support Act is "The Education Provisions of the Family Support Act" prepared by Alan W. Houseman and Arloc Sherman of the Center for Law and Social Policy which was included in the materials for the 23rd National Conference for Resource Development.

INTRODUCTION

Welfare reform was mandated with passage of the Family Support Act (FSA) of 1988 which embodies a new consensus that the well-being of children depends not only on meeting their material needs but also on the parent's ability to become economically self-sufficient. The statute assumes that self-sufficiency and family responsibility are necessary and achievable goals and makes education, training and child care available to allow individuals to achieve these goals.

One of the primary provisions of the FSA is the creation of the Job Opportunities and Basic Skills Training Program (JOBS) which is intended to help Aid to Families with Dependent Children (AFDC) recipients to become economically independent by providing needed education, training, employment-related activities and corresponding supportive services. This JOBS component of the FSA represents a fundamental change in the AFDC program because it helps families move toward employment and gives them the tools to remain self-sufficient.

In anticipation of federal welfare reform, the Texas Department of Human Services (DHS) developed and implemented a program entitled REFOCUS which preceded the FSA of 1988 by several years. REFOCUS was designed to enhance economic self-sufficiency of AFDC recipients through better use of existing education, job training, employment and social services. The goals of the REFOCUS program are based on the desire of DHS to promote the dignity, self-worth and independence of AFDC clients. Ellen Skinner (1990) outlines the following assumptions basic to the delivery of services through REFOCUS:

* Public assistance should provide temporary aid, but should not become a permanent life-style.

* Clients are capable of achieving self-sufficiency through education, training and employment.

* Clients have strengths and resources as well as weaknesses and barriers.

* Clients should be encouraged to move toward independence from public assistance.

* Most AFDC recipients will choose employment over welfare if given access to appropriate educational, vocational, and supportive services.

* Case management provides the most comprehensive, effective approach for moving clients toward self-sufficiency through employment.

* Goals are the client's choice and reflect the client's values.

* Expectations and goals are to be mutually understood and agreed on by the case manager and the client.

* The responsibility for seeking and accepting employment is with the client.

To implement REFOCUS, AFDC recipients are sorted into target groups and outreach letters are sent to clients requesting them to report to the local DHS office where an orientation to the employment program is held. During orientation the client completes an Employment Potential Profile. This profile provides information on past employment, work history, education and personal and family health situations. The purpose of this information is to determine the level of services for which the client is eligible.

Service levels are as follows:

Service Level I clients are those with recent work experience who need few services. They are provided employment information and referred to organizations such as the Texas Employment Commission (TEC) or the YWCA for job search assistance.

Service Level II clients are those needing limited services to be able to enter employment at above minimum wage. Each is assigned a case manager who helps the client tap personal resources and secure others to assist the client in achieving the goal of employment. Each client receives:

- Full assessment.
- Adult Basic Learning Examinations (ABLE Screening).
- Survival Skills Training.
- Follow-up.
- Arrangement and referral for services.
- Counseling.

Service Level III clients are those needing long-term basic or remedial education and extensive support services. These clients are referred to other programs and service organizations within their communities.

While DHS has the ultimate responsibility for the success of the JOBS program in Texas, it is dependent on the voluntary coordination of education, job training, employment and support services under the control of other state and local agencies. Close coordination between these sectors is vital for helping individuals overcome the barriers to financial independence that most long-term welfare recipients face. Helping people succeed at obtaining economic independence requires inter-agency linkages and a broad range of services:

- Educational opportunities to increase basic skills
- Training and on-the-job experience to enhance employability
- Support services, including child care, individual and family counseling, housing assistance, health care, transportation and transitional income and benefits.

To assist with the interagency collaborative effort required for the implementation of welfare reform, the Texas Higher Education Coordinating Board funded a project at El Paso Community College (EPCC) to develop a successful model program which could be easily replicated throughout the state. The remainder of this handbook addresses the many components of developing and implementing this model project, commonly called Project REFOCUS.

Chapter One

ORGANIZATIONAL AND OPERATIONAL COMPONENTS

This chapter of the handbook itemizes and briefly discusses the many organizational and operational components involved in the development and implementation of Project REFOCUS. It includes the following components.

- The Education Broker Concept
- Advisory Committee
- Advisory Committee Recommendations
- The Three Step Model
- Interagency Partnerships
- Agency Visits
- Site Selection
- Class Size
- Recruitment Strategies and Suggestions
- Paso Adelante Staff
- Summary Report on the First Paso Adelante Class

The Education Broker Concept

Project REFOCUS promotes the concept of "brokering" which means developing a system whereby welfare recipients can learn about existing educational programs, identify their vocational goals, make a realistic educational/employability plan to meet those goals, participate in the educational or job training programs which facilitate the realization of their goals and eventually obtain employment that will eradicate the cycle of welfare dependency. The broker concept also includes the development of procedures for intake, assessment, vocational/interpersonal counseling, referral and follow-up.

The brokering concept relies heavily on the development of an effective partnership between the educational agencies that will be part of any client's educational plan. In order to develop this partnership the establishment of an advisory committee at the beginning stages of Project REFOCUS was crucial.

This advisory committee ensured the close coordination of the educational, governmental and private sectors in the planning and execution of Project REFOCUS. Information regarding the advisory committee is detailed below.

Advisory Committee

Agency	Position
Department of Human Services (DHS) Client Self-Support Services	Mr. Gary Frederick Regional Director
	Mr. Luis Macias Program Director
	Ms. Alicia Lopez Employment Specialist
	Ms. Carmen Wright Employment Specialist
Adult Basic Education (ABE) Cooperatives	Mr. Don Vickers Coordinator, Adult Education El Paso Independent School District
	Mr. Gilberto Gutierrez Adult Education Specialist El Paso Independent School District
	Mr. Lorenzo (Tito) Martinez Director, Adult Education Ysleta Independent School District
El Paso Community College (EPCC)	Dr. Carol Clymer Director, Literacy Programs
	Ms. Carol Wallace Director, ALPHA Center (Adult Learning Program for Higher Attainment)
	Ms. Barbara Baird Coordinator, Project REFOCUS

Private Industry Council (PIC)	Mr. Norman R. Haley Executive Vice President
	Ms. Ann Hogarth Program Coordinator

Advisory Committee Recommendation

The advisory committee reviewed the following program description for each client service level:

Service Level I Clients with a high school diploma or GED and recent work experience who need minimum intervention	The objective for these clients is to develop self-sufficiency via employment. This is done by having clients determine and examine their previous job experiences and/or trainings. Part of this process includes providing the clients with a resource packet to refer to for employment assistance and possible vocational job readiness classes so that clients can market themselves more effectively. Clients are provided with life skills and information about employment through the Texas Employment Commission (TEC) and YWCA.
Service Level II Clients who have some work experience, yet are in need of remedial education and employment	The objective for these clients is to develop self-sufficiency utilizing case management. Clients in this category are referred to Survival Skills classes which are conducted by DHS Client Self-Support Services staff. These clients are also provided with one-on-one, in-depth counseling, and vocational training through various community resources.
Service Level III Clients needing long-term basic remedial education and/or English language proficiency and extensive support services	The objective for these clients is to develop self-sufficiency via vocational training and completion of needed basic educational programs. The clients are provided with a resource or packet for their use and an Assessment Specialist from the EPCC Literacy Center describes available literacy programs and schedules individualized assessment in English or Spanish literacy.

The advisory committee agreed that the services currently being provided for Service Level I and II clients were appropriate and adequate but recommended that further program development was needed for Service Level III clients which would address their unique set of concerns. The committee identified the following client characteristics and program requirements which needed to be incorporated into the development of the program for Service Level III clients:

Service Level III Client Characteristics:

- low self-esteem
- hesitant and fearful
- have experienced failure in education settings
- want jobs but don't know what kind or how to get them

- lack knowledge of education/job training programs
- in need of supportive services such as child care and transportation
- could benefit from non-threatening instruction which encourages peer support, changes in self-image and personal goal setting

Service Level III Program Requirements:

- accessible
- convenient hours
- bilingual
- leaves client ready for next step
- helps set realistic goals
- supportive
- identifies barriers to success

Agreeing that self sufficiency doesn't happen automatically, but requires thoughtful decisions about one's career and education, careful planning, personal introspection and professional guidance, the advisory committee formulated the concept of developing a 36 hour course specifically for Service Level III clients. This course would be taught in the participants' primary language, and would help them develop positive self-concepts, career awareness, goal setting, decision-making and time management skills while integrating basic skills and English language instruction. This course, called **Paso Adelante**[1], would serve as a mechanism for assessing the participants' work experience, basic skills, potential employability, and educational needs, goals and preferences while receiving guidance in making sound choices among the options. The final outcome of Paso Adelante would be the development of an Individual Education Plan (IEP) by participants that would identify their "next step" and future goals.

The following pedagogical elements were included in the philosophy of the program:

- the vocational development process should include a transformation of self-concept
- instruction should help participants re-define themselves as learners
- materials must help students overcome feelings of inadequacies and help them begin to feel intellectually competent
- beginning reading materials should be success-oriented
- issues important to adults should be used for teaching basic skills
- the process of learning should be presented in such a way that the student is seen as an active, competent partner in the learning process
- career planning should include 3 components:
  - self-awareness - knowing about self
  - career awareness - knowing about careers
  - academic awareness - knowing about educational programs

[1] The name Paso Adelante (Step Forward) was selected for the meaning it has in our bilingual community in El Paso. It is referred to in this handbook to identify our program but other communities might select another program name appropriate for their community.

The Three Step Model

Based on the recommendations of the advisory committee, the following 3-step model was implemented for Service Level III clients.

I. Step I "Paso Adelante"

Career and educational decisions require more than deciding what job or school might suit one best. Thoughtful decisions require time to look at oneself, learn about possibilities and develop alternatives before making decisions. Paso Adelante is designed to assist participants with the steps needed for career/educational search and choice in a classroom environment.

ESL and/or ABE lessons are written to facilitate self-exploration, information gathering, decision making skills and goal setting. This curriculum is designed so that the participants can answer the following questions:

"Who am I ?"
"Where am I going?"
"How am I going to get there?"

The 36 hour course is taught in various locations in the El Paso area by teachers hired by the school districts using Texas Education Agency (TEA) funds earmarked for the instruction of DHS clients. The teachers are trained in the use of the curriculum by the Project Coordinator. Class size is limited to 10-20 participants to allow adequate time for student participation.

The curriculum was developed by the Project Coordinator who selected activities designed to enhance the participants' self-concepts and aid them in long-range action planning. Lesson topics include:

- self-concept
- success and confidence
- values clarification
- decision making
- self-assessments
- career exploration
- community resources

The final outcome of Paso Adelante is the completion of an Individual Education Plan by each participant. Graduation activities are scheduled where certificates are given, congratulations extended and each participant's "next step" identified.

II. Step II Referral and Program Placement

After selecting an appropriate educational or job training program, clients begin attending classes or training as indicated on their Individual Education Plan.

III. Step III Monitoring

Client progress is monitored according to the following guidelines:

- implementing the plan effectively
- identifying accomplishments and problems
- planning strategies to overcome problems
- completing activities

- achieving objectives
- obtaining employment

Interagency Partnerships

The development, implementation and success of Paso Adelante can be contributed to the close coordination between DHS, the educational institutions and the Private Industry Council (PIC). This strong interagency partnership required the pooling of agency resources to offer this new program to DHS clients. Each agency's responsibilities and contributions to Paso Adelante are highlighted below:

Agency	Responsibilities and Contributions
DHS	* Chairing the advisory committee
	* Identifying and recruiting clients
	* Hiring and supervising facilitator aides
	* Evaluating the model
	* Providing transportation and child care for participants
EPISD and YISD Area Coops	* Hiring and supervising teachers
	* Identifying classroom schedules and locations
	* Printing Paso Adelante diplomas
	* Making classroom presentations describing available services
EPCC	* Providing program coordination
	* Developing Paso Adelante curriculum
	* Providing teacher and facilitator aide training
	* Making classroom presentations describing available services
PIC	* Providing support services
	* Making classroom presentations describing available services

Agency Visits

Welfare Reform requires clients to participate in educational or job training programs that will enhance their skills and prepare them for employment. A broad range of educational/job training programs are available in each community, yet it is often difficult to ensure the right match between people, their needs and the programs designed to help them. Referring clients to multiple community agencies is often time consuming, frustrating and ineffective for the client and seldom results in the client making a well-informed choice from the available services.

The strategy incorporated into Paso Adelante to ensure this "right match" is to invite the community agencies who have suitable educational/job training programs into the classrooms to give general overviews of their programs and services, discuss admissions procedures, and answer questions from the participants. This gives the learners a brief "shopping period" in which they can select the most suitable program based on their personal educational /job training needs and goals.

Agency Recommendations

Agencies which provide educational services might include:

- Adult Basic Education (ABE) programs
- Community colleges
- Community-based, community controlled organizations - generally defined as independent organizations that are staffed, managed and overseen largely by people who live within the low-income community in which they are located and who share the ethnic and cultural background of their clients from the community
- Proprietary schools - for profit vocational and trade schools
- JTPA/PIC programs
- Public libraries
- Volunteer literacy councils

Site Selection

Site selection for Paso Adelante is determined by the ABE Coop with assistance from DHS. Since DHS is responsible for recruiting the participants into Paso Adelante, they are able to provide the public schools with a projected number of participants according to zip codes, allowing the Coop to identify locations in the neighborhoods of the participants. Site selections might include public and private school facilities, public libraries, community centers and health clinics.

Site Recommendations

A few general guidelines may be helpful for determining site locations.

- potential numbers of participants in each geographic location
- accessibility of bus routes and public transportation
- existence of similar programs
- security
- classroom facilities
- cooperativeness of people at the site

Class Size

In general, classroom instruction which requires active student participation should not have more than 12 learners per teacher, or 20 learners with an aide. This is particularly advisable in classes where the learners have a wide range in abilities. This small class size allows for:

- time for the teacher and aide to focus on individual needs and interests
- more efficient classroom management by avoiding wasted class time and increasing "time on task"
- more attention by the instructors and aides to students whose personal, health, child care or other problems interfere with their attendance and ability to concentrate in class
- an opportunity to develop a sense of community in the class in order to provide support and encouragement
- an opportunity for instructors and aides to establish rapport with students who may be apprehensive about participating

Recruitment Strategies and Suggestions

Considerable effort is needed to recruit participants into Paso Adelante. This effort, coordinated by DHS, should include the following steps:

- informing DHS supervisors, case managers and personnel of Paso Adelante's goals and procedure for referral
- identifying potential participants by zip codes from DHS records and referrals
- arranging convenient locations for Paso Adelante orientations in neighborhood centers such as YWCAs, community centers, schools, DHS offices, libraries or health clinics
- arranging for client transportation and child care so clients can attend the Paso Adelante orientations
- mailing invitations (see Appendix A) to attend the Paso Adelante orientations to potential participants, including information on the provision of transportation and child care and a local DHS phone number for questions and concerns
- designating DHS personnel to assist with the orientations
- preparing orientation agenda, instructor script (See Appendix B) and Letters of Intent (See Appendix C) to be signed by interested clients
- hosting orientations emphasizing the goals of Paso Adelante and the expected outcomes
- providing the information from the Letters of Intent signed by interested clients by zip codes to the ABE coops
- arranging for transportation and childcare for clients who will be attending Paso Adelante
- sending letters to the participants announcing dates, time and location of their Paso Adelante class

The Paso Adelante Staff

Many people are needed for the implementation of Paso Adelante. The identification and responsibilities of each of the partners in El Paso are described below.

Project Coordinator - This individual is involved in all phases of the development and implementation of Paso Adelante. He/she works closely with each individual and agency involved in the program and is responsible for the overall coordination of every aspect of the program including curriculum development, participant recruitment, teacher and aide training and staff meetings, publicity, participant monitoring and follow-up, agency visits and program evaluation.

DHS Liaison - This DHS representative coordinates the outreach and recruitment of participants, hires and supervises the facilitator aides, coordinates publicity about the program, assists with teacher and facilitator aides training and staff meetings, coordinates transportation and child care for participants, serves as a contact for concerns regarding JOBS and REFOCUS, and assists with site locations.

ABE Coop Liaisons - Representatives from the participating local school districts assist with curriculum development; hire and supervise the teachers; arrange for classroom locations and schedules; print certificates; and recruit Paso Adelante participants into future educational programs such as ABE, GED, or ESL.

Instructors - Hired by the ABE Coops to teach the Paso Adelante classes, attend training and weekly staff meetings, and provide feedback about the curriculum and student progress.

Facilitator Aides - Hired by DHS to attend staff training and weekly staff meetings, attend class sessions, take attendance, assist the instructor, provide tutoring services when requested, write ethnographic notes, give out bus tokens, and assist with the follow-up of participants who have completed Paso Adelante.

Summary Report on the First Paso Adelante Class

The 3-step model was implemented in El Paso, Texas during the Spring of 1990. Service Level III clients were invited to attend one of the 10 Paso Adelante orientations that were held throughout the city. Over 100 clients expressed interest in the new service and indicated their language preference for classroom instruction.

Seven Paso Adelante classes were held between April and July 1990. Six of the classes were conducted in Spanish and one class was conducted in English. Eighty-three clients completed this Step I and have begun Step II - Referral and Program Placement. Facilitator Aides are contacting each of these Paso Adelante graduates to determine if they are attending classes or training as indicated on their Individual Education Plans. Many are continuing their education at the same site. The public schools and DHS continue to hire the instructors and aides to teach ABE/ESL at the same time and location that the Paso Adelante classes were held. This allows for continuity in the program: the students are already familiar with the location, the instructor and their classmates and attending class is part of their weekly routine. The instructors and aides are familiar with the students and can individualize the instruction to help each student. When the next session of Paso Adelante begins, a new teacher is phased into the system.

Enrolling clients in Step I Paso Adelante is an on-going process that can be tailored to the clientele and resources of each community. Currently, El Paso is offering Paso Adelante every three months, but it is anticipated that the implementation of JOBS in October 1990 will necessitate offering Paso Adelante on a monthly basis and expanding the amount of time in the classroom.

The procedures for Step III - Monitoring - are currently being developed. Client progress will be monitored on a regular basis and the information will be computerized for easy access and retrieval.

Chapter Two

Curriculum Theory and Design

This chapter outlines the curriculum theory and design used in the development and teaching of Paso Adelante. It includes:

- Rationale
- Goals for Instruction
- Teaching Strategies
- Teaching Suggestions
- Teacher Effectiveness
- Staff Training

Rationale

Paso Adelante is designed to encourage client introspection, personal insight and peer support while developing useful skills and attitudes in the classroom. Inherent in the design is the assumption that students want to be active participants in identifying their own educational and employment needs and seeking appropriate educational/job training programs. The instructional emphasis is on helping them learn or reinforce skills that they can readily apply to their life situations.

The activities are "learner oriented" so the participants can be involved in determining their own goals and level of commitment. They are designed to encourage a classroom atmosphere of openness, acceptance and respect. Many activities involve asking open-ended questions in order to enhance self-confidence, interactive learning and critical thinking as well as teaching narrower subskills, such as vocabulary and grammar. The overriding focus is on empowering students and giving them a sense of confidence and academic awareness.

Goals of Instruction

1. To develop life management and coping skills which will facilitate exiting the welfare system and becoming economically self-sufficient

2. To involve the client in participating in all phases of:
   - identifying personal strengths and interests
   - establishing educational and career goals
   - identifying and obtaining community resources
   - beginning activities that will lead to employment

3. To build self-esteem and self-confidence

4. To provide information about and access to various educational or job training opportunities in the community

5. To assist participants in developing individual educational and employability plans

Teaching Strategies

The curriculum is based on the following assumptions:

1. Instructors must be perceptive of the social context of the classroom situation and the social effects of the activities upon the learners. The instructor is responsible for setting the emotional climate of the class so that the students feel secure enough to take the necessary risks in order to master new skills and behaviors. This demand for "nurturing teaching" is of utmost importance.

2. Oral language is an integral part of learning. Adult students are already language users. They will continue to learn and expand their use of language as the need arises. They learn by building on their speaking and listening skills and their prior knowledge. This is especially true of second language learners, but is also necessary for all learners who need literacy and basic skills development.

3. Learning has more interest for students when it involves skills they will use outside the classroom.

4. Learning is more effective when learners can match words, methods and concepts with something from their own immediate experience.

5. Reading and writing assignments should address issues and concerns from students' home lives, work lives and community.

6. Methods and materials that are selected for use with adults must reflect an adult world view and be relevant to the real-life experiences of adults.

7. Open-ended questions encourage the participants to become active in the learning process and help build their confidence in using words and expressing ideas. The resulting classroom discussions make the individuals aware of issues, problems and differing points of view.

8. Providing opportunities for learners to achieve success enhances the learner's self-concept.

Teaching Suggestions

1. The instructor must be aware of academic differences and be sensitive to the frustration levels of all students.

2. The instructor must give students many opportunities in which they can succeed.

3. The instructor must have intense sensitivity to the feelings of participants.

4. The instructor must provide access to general counseling services or a referral network of personal support services for participants.

5. The instructor should encourage participants to explore, initiate, question, struggle with difficult questions and be active rather than passive learners.

6. The instructor must relate learning to the students' experiences.

7. The instructor must hold and project high expectations for student success.

8. The instructor must encourage mastery of knowledge and skills by systematically monitoring student progress and providing feedback.

9. The instructor must provide a supportive learning environment that is characterized by an emphasis on independent learning within an ambiance of warmth and personal support.

10. The instructor must provide the learners with meaningful experiences with print.

11. The instructor should begin each class with a summary of what they intend to do and why they intend to do it and end each class with a summary of what was done and why.

Teacher Effectiveness

Research has not yet conclusively identified the teaching skills that have the most beneficial impact on student learning, but many educators have independently defined the skills they believe essential to effective teaching. Smith (1969) suggests the following:

- the ability to ask different kinds of questions, each of which requires different types of thought processes from the student
- the ability to reinforce certain kinds of student behavior
- the ability to diagnose student needs and learning difficulties
- the ability to vary the learning situation continually to keep the students involved
- the ability to recognize when students are paying attention and to use this information to vary behavior and, possibly, the direction of the lesson
- the ability to judge the appropriateness of instructional materials
- the ability to define the objectives of particular lessons and units in terms of student behaviors
- the ability to relate learning to the student's experience

This list is far from complete. It does emphasize, however, that teachers need a large repertoire of skills to work effectively with students with varying backgrounds and different educational experiences.

However, skills in teaching are only one aspect of teacher effectiveness. Many people believe that the teacher's personality and attitudes are the most critical factors in successful teaching. If teachers have warmth, empathy, sensitivity, enthusiasm and humor, they are much more likely to be successful than if they lack these characteristics (Ornstein & Levine, 1984).

Carl Rogers (1969), noted counselor, psychologist and therapist, suggests that significant learning depends on certain attitudinal qualities that exist in the personal relationship between instructor and learner. He proposes that the learning environment be characterized by:

1. Realness - The instructor must enter into a relationship with the learner and be secure enough to "be herself" without playing a role.
2. Valuing the Learner - The instructor must accept the learner as she/he is by accepting both imperfections and potentialities.
3. Empathic Understanding - The instructor must understand the learner but not judge or evaluate her.

Students can discern teacher attitudes toward them, therefore, it becomes imperative that the teachers do not hold a bias toward or against people from different cultural backgrounds, poverty-level adults or certain kinds of student behavior such as docility or assertiveness. Of course, no one is without bias, but in a classroom situation such as Paso Adelante, it is extremely important that the participants be treated with patience and respect and the interactions between the students and teachers leave the participants feeling good about themselves.

In addition to teachers' attitudes toward students, the teachers also convey their attitudes toward the subject matter. The "life skills" curriculum content of Paso Adelante is not founded in a scientific discipline such as biology, but is based on approaches found in counseling and clinical psychology which place great importance on interpersonal relationships and creating a classroom environment conducive to self-initiated learning. It is important that the teachers feel secure in their ability to handle the instructional content and establish the appropriate socio-emotional climate in the classroom. This competence can be developed during staff training which is discussed below.

It is also recommended that the teachers selected for Paso Adelante have a theoretical and common-sense understanding of human behavior that can carry over to their professional practice. It will be useful for the teachers to have acquired knowledge about learning theory, patterns of behavior, different cultural backgrounds and values, motivation, self-concept, attitude formation, perception and peer approval which are commonly taught in teacher preparation and educational in-service programs.

Staff Training

The goal of training the teachers and facilitator aides working with Paso Adelante is to ensure their familiarity with the 5-step curriculum model (See Appendix D) and the instructional strategies for its implementation. Many of the strategies and suggestions included in this handbook are appropriate training handouts to help staff clarify instructional roles and increase their understanding of what is expected of them. Time should be spent on specific strategies for teaching reading, writing and interpersonal development. It is also important to review the learning activities, worksheets, evaluation forms and classroom logistics. Every effort should be made to build a spirit of camaraderie among the staff, increase their confidence and help them realize the vital role they play in the success of the program.

However, the staff needs more than an orientation to the model and curriculum of Paso Adelante. They need to know about the unique characteristics of AFDC recipients who will be their students and the federal and state requirements for welfare reform. This is the area of expertise of the Department for Human Services. Personnel from DHS can contribute valuable information to the Paso Adelante staff on the life situations of their clients and help sensitize the teachers and aides to the obstacles and fears that the students might have. DHS can also clarify points of state and federal mandates and can identify resources and personnel that the staff can contact as needs and concerns arise in the classroom.

The agenda for the staff training conducted in El Paso has been included in Appendix E of this handbook. This two day training included an overview of REFOCUS and welfare reform and its effects on welfare recipients by DHS. The Project Director and Coordinator spoke on the development, goals and objectives of Paso Adelante and the 5-Step curriculum model. The Paso Adelante curriculum, teaching strategies and suggestions, and the evaluation methods and forms were reviewed and discussed. EPCC faculty were recruited to speak on the whole language approach to teaching reading and writing observations on classroom behavior as an ethnographic data collection technique. Also, the Assessment Specialist from the EPCC Literacy Center who recruits and places welfare clients into literacy programs spoke on the unique characteristics of this population.

The staff were given 3-ring notebooks which contained:

- the Staff Training Agenda
- REFOCUS, the Transitional Vehicle to Welfare Reform by Ellen Skinner
- Teaching Strategies Handout

- Teaching Suggestions Handout
- 5-Step Curriculum Model (see Appendix D)
- Facilitator Aide Observation Form (see Appendix G)
- Individual Education Plan (see Appendix I)
- Teacher Commentary on Student (see Appendix J)
- Teacher Activity Evaluation Form (see Appendix K)
- Note Paper

Evaluation Methods

The goal of Paso Adelante *instruction is to encourage participant introspection, self-knowledge and choice* utilizing a curriculum approach that emphasizes affective as well as cognitive outcomes. Many of the participants have been previously tested on the Woodcock Test of Language Proficiency in either English or Spanish during the regular DHS orientation sessions by the Assessment Specialist from the EPCC Literacy Center. Appendix F summarizes these testing results and provides some demographic information on this population in El Paso which was collected between August 1989 and June 1990. However, academic assessment is not a requirement for placement into Paso Adelante classes because clients choose to attend classes based on convenience of location and language preference not academic skill level. Pre-and-post academic assessment is omitted from the evaluation design of this program because the results are not particularly useful for placing the students or evaluating the affective outcomes of the program. This is not to say that academic assessment is never appropriate, but rather that assessment at this point of a student's re-entry into a classroom environment is premature. However, the activities used for instruction provide much assessment information and can be used by instructors to help students make decisions about their educational plans. It is anticipated that whatever program and agency the clients select as their "next step" will administer the specific assessments that are needed for program placement, diagnosis and advancement.

The evaluation techniques chosen for Paso Adelante consistent with the self-directed nature of the program are testimonials of the participants, observations of student behavior in the classroom and teacher evaluations of activities. The information obtained from these procedures identifies the strengths and weaknesses of the instructional process and influences the modifications and revisions of the program design and learning activities for future Paso Adelante classes.

Facilitator Aide Observations Form

Definition

Ethnography is defined by Watson-Gregeo (1988) as the study of people's behavior in naturally occurring, ongoing settings with a focus on the cultural interpretation of behavior." It is often used in educational settings to "investigate issues difficult to address through experimental research, such as socio-cultural processes in language learning, how institutional and societal pressures are played out in moment-to-moment classroom interaction, and how to gain a more holistic perspective on teacher-student interactions to aid teacher training and improve practice."

Application

One technique selected from this evaluation methodology for use in the evaluation of Paso Adelante is the observation and recording of student behavior in the classroom. Recognizing that this is a limited application of the term "ethnography", it is utilized as a means of gathering descriptive information on the complex behaviors and interactions that occur in a classroom of students. Facilitator aides are trained to record relevant information that might reveal the academic or social development of the participants, such as statements regarding their perceptions of themselves and their academic strengths or problems, their self-concepts, their attitudes toward learning, their reading interests, their study habits, their interactions with others, their support network or their expectations. This important and revealing information is then used to help refine the classroom instruction and address individual concerns.

Facilitator Aide Training

Two EPCC faculty members who use the ethnographic evaluation technique in their studies assisted with the training of the facilitator aides in El Paso. After discussing the definition of ethnography and its application in the Paso Adelante classes, they played video tapes of students in a classroom, instructing the aides to select a student on the tape and record their observations on the Facilitator Aide Observations Form (See Appendix G). After a few minutes the tape was stopped and the aides read the observations they had written. The aides were instructed in the difference between behavior description, which is factual, and comments on behavior, which is interpretive. The exercise was repeated until the aides felt confident in the technique and the coordinator felt confident in their use of it.

Suggestions

The recording of student behavior in a classroom is very demanding and requires the complete attention of the person making the observations. When "key events" occur in the classroom the notetaker usually has a fraction of a second to reflect on a person's reaction and must decide what to focus on and which portion of the event to record and then record the data immediately (for memory fades quickly), legibly and in an organized manner which captures the rich detail and flavor of the classroom experience. This always requires excluding other important student behavior while focusing intensely on only part of the "big picture".

The multiple duties of facilitator aides, such as assisting the instructor and helping individual students, often prevents the facilitator aides from being able to record detailed observations. The information recorded by the aides is extremely useful but a more illuminating ethnography would require the elimination of other duties so that daily observations could be made on each student.

If a more elaborate analysis of student behavior in the classroom is desired, video cameras would be useful aids. These audiovisual tools allow the observer to "stop time" so that classroom behaviors and interactions can be analyzed over and over again. They can capture long verbatim quotes and record gestures and nuances which are extremely useful in establishing behavioral patterns over time. However, this equipment is expensive and can inhibit individuals from speaking freely or cause them to pose for the camera. These disadvantages must be weighed against the value of the information they capture.

Another ethnographic method that could be incorporated into the evaluation design is the use of formal or informal interviews which are particularly useful in discovering what people think and how one person's perceptions compare with another's. They can range from formally structured interviews which have explicit agendas and research goals to casual conversations with embedded questions. However they do require a healthy rapport between interviewer and interviewee and highly developed communication and perception skills which would necessitate additional training.

Finally, although ethnographic evaluation techniques were used in this project, it does not constitute ethnographic research. The information that was obtained, however, can be used to identify future research questions and to organize an appropriate ethnographic design in order to determine the effectiveness of this project in a more rigorous manner.

Excerpts of Observations

Examples of information recorded on the Facilitator Aide Observations forms are provided below. They are useful in "getting to know" the students.

DATE	BEHAVIOR DESCRIPTION	COMMENTS
Student 1		
5/25/90	Late - Apologized. Shared life line with great enthusiasm. Shared that family is very religious and talked about pilgrimages she attended in Mexico with Bishops. Wants to meet someone to spend her latter years with once she gets her twin boys through college.	cheery, happy and outgoing - makes everyone laugh.
6/1/90	Arrived late, excused herself and told us it was due to a job interview.	
Student 2		
5/19/90	Attentive to instructor. Shared fact that son had been dragged on car bumper by gang members of another school and has suffered 4 operations, but finally is better. Shared fact that she has quiet, well-behaved, mannered sons; although feels she might have sheltered them too much and now they cannot truly survive alone on outside. Said father never comes around to visit them because he has another wife and her kids.	
5/25/90	Shared lifeline - Traumatized when mother cut her waist-length hair as punishment. Resents her for it. Studied at beauty school. Had 4 pregnancies and an alcoholic husband.	Seems to feel that she is a "victim" of life; very unhappy with little self-confidence.
Student 3		
5/25/90	Mother is now bed-ridden and struggles to keep good outlook on life.	Her classmates seem to like to be around her because she's fun to be with.
6/1/90	Cheerfully joined in group discussion. Giggles at neighbors gestures.	
Student 4		
5/19/90	Speaks good Spanish and tries English. Shared that her daughter's insecurities have turned her to her friends rather than her. Cried. Shared that her ex-husband has another family and children and this hurts because	Was embarrassed that she cried, but the class and teacher were very supportive.

	she does not have his love and affection - only his child-support. Feels her daughter comes back traumatized when she does visit them because she doesn't really know him. Feels maybe being a single mother is not the role model her daughter expects. Commented "This is an outlet for me. I get so much in coming and being with women that share like problems."	
5/25/90	Absent	
6/1/90	More talkative and sharing today. Laughs a lot. Concentrates on work given.	
Student 5		
5/19/90	Sits tall and speaks with hand motions. Wants to better her English, so she answers to practice; asks for pronunciation help. Shared her artistic abilities in painting and music - stated "I'm proud that my son competes in orchestra contests within school districts".	Seems proud of herself. Seems to want to comment on every topic - sometimes needs to let others speak.
Student 6		
5/16/90	First time here; willing to join in all activities and class discussion immediately; listens well.	
5/17/90	Quiet; at times, converses with neighbor. Had homework ready; made excuses for handwriting before handing it in to teacher. Talks while teacher is asking others' opinions or inputs; left early for doctor's appointment.	Seems embarrassed at her inabilities. Shows boredom at times.
5/23/90	Absent	
5/24/90	Asked for handouts given yesterday. Wants a job and to learn math. Reads her answers when called on with a monotonous tone.	Seems like she has low-esteem; not very energetic.
5/30/90	Speaks in low tone through almost closed mouth. Yawns while others share.	Not showing much participation effort. Seems bored.
6/6/90	Quiet today listening intently to others' comments on the program . Told me she didn't like the use of the word "Welfare" in newspaper articles about "Paso Adelante"	Not proud of being on welfare.

Student 7

5/9/90	Talked about herself. Volunteers to read homework, keeps eyes on teacher and talks to neighbors.	Speaks with a lot of ease.
5/10	Talks about how her parents were born in the U.S. but lived most of life in Mexico. Also, is very religious; wants to be ready when the Lord takes her.	
5/16/90	Interested in group discussion; joined in; listened to others' comments. Taps fingers on desk top, smiles and converses with neighbors.	Seems bored when class slows down - impatient at times.
5/17/90	Has homework ready - shared facts on it. Also asked class to vote on what type of pastry they would prefer for potluck at graduation. Voiced her accomplishment of having finished a skirt for her sister-in-law.	
5/23/90	Absent	
5/24/90	Asked for handouts on yesterday's class - told of absentee policy. Volunteers answers. Chooses words carefully. Always wears hair covering, takes care of workbook and handouts and keeps hands on her lap under table.	Wants to share that she has some education. Organized. Very attentive to instructor and courteous.
5/30/90	Attentive to class instruction - annoyed when people interrupt while others speak.	Never interrupts and shows manners when others speak.

Student 8

5/3/90	Speaks in a low voice when talking.	
5/10/90	Likes to talk while teacher is talking. Susan helped her write class assignment.	
5/16/90	Glad to share that she had spent the tenth of May with her Mother in Juarez, until 1 A.M. (for Mexico's Mother's Day). Asked for help on writing skills - very enthusiastic on assignments.	
5/17/90	Willing to share fact that she finished homework. Glad at planning of graduation potluck. Asked neighbor for help writing today. Commented that boys told her she was pretty. Chewed gum later on in class.	Seemed bored at slowness of class.
5/23/90	Absent	
5/24/90	Had homework ready - asked for handouts and one on alphabet to facilitate her writing skills. Got work ready and reviewed it while waiting to get called on. Told me she wants to go to Literacy Center.	Can copy, but can't read very well.

5/30/90	Continues to keep up by copying from neighbor. Attentive to lectures. Asks for help with projects.	Enjoys classes - really shows willingness to learn.
6/6/90	Voiced that program really helped her see that she too has a life aside from children. She plans to attend Literacy classes to better herself; once children grow up, she too may look forward to a decent job. Has a glow about her face.	Really progressed through program - speaks up now and isn't afraid to volunteer.
Student 9		
5/16/90	Won't wear name tag. Constantly holds hand at mouth or face; pushes hair away from face. Smiles occasionally with friend next to her. Flushed when asked and answered questions. Requested to leave early - take son to dentist.	Seems shy.
5/17/90	Sits holding head in hands, covering mouth so can't show emotions. Looks intensely at instructor. Did not have homework. Face flushed when asked to share homework questions. Closed her books early, sat back and popped her knuckles.	Seems disinterested - daydreams.
5/23/90	Absent	
5/24/90	Flushes when called on to answer. Wants to learn mechanics. Watches what aides do rather than paying attention to group discussion. Rubs hands on chin and face constantly.	Seems bored and quite shy.
5/30/90	Has hand bandaged but continues writing notes. Smiled today at several people.	
6/6/90	Arrived a little late. Quiet, sat in back alone, then pulled up chair closer to group table.	Still somewhat disinterested.
Student 10		
5/9/90	Had homework ready, looks at teacher when talking and interacts with other students.	
5/10/90	Talked about life; explained how hard life was for her; has trouble with children; hits table with pencil when talking.	
5/16/90	Shared with group that she was proud that youngest daughter made her First Holy Communion Sunday. Had paper in hand and played with it - sticking it in her mouth occasionally. Carried on a conversation with neighbor - a new enrollee.	Nervous and tense at times.
5/17/90	Shared homework and opinions - talks with neighbor alot. Interrupts teacher. Had all assignments.	Overjoyous at time to share personal opinions. Seemed tired

	Commented on purpose of poem. Yawned a few times. Shares about her family and homelife - including husband.	with lack of sleep.
5/23/90	Attentive to Mr. Gutierrez; does homework.	
5/24.90	Brought a small boy with her. Holds hand at face. Shared her list of "wants". Does her homework.	Seems nervous today.
5/30/90	Continues to hold hands to cover face. Attentive to class projects and shares future plans with group as to desire to learn English. Ideal day will be when she tells children "I have a Job!"	Somewhat shy still, but alot more comfortable to share in front of group.

Paso Adelante Participant Response Forms

Overview

This questionnaire was designed to determine participants' satisfaction with Paso Adelante and the extent to which the class met the students' needs. It was designed to be easy and simple to read, employing both closed and open form questions. The survey includes yes/no questions about the orientation, convenience of classes, achievement of goals, and teacher and facilitator aide effectiveness. Other questions requiring ratings of "excellent, good, poor" are asked for each of the learning activities. Open form type questions are used to allow the participants to comment on what they liked best about the class, to list any suggestions for improving the class and to describe changes in themselves that they or their families have noted.

The Paso Adelante Participant Response Forms (see Appendix H) are completed on the last day of class. Teachers are instructed to assure the participants of the anonymity of their responses and encourage them to give their honest opinions of the program which will be of value in modifying future Paso Adelante classes. The questionnaires are then read aloud to the class to ensure that each question and response options are understood.

Compilation of Participant Responses

In order to provide the most insight onto the El Paso participants' opinions who completed Paso Adelante in June 1990, all tabulations and comments are provided without editing of any type. Sixty-nine of the eighty-three participants who completed Paso Adelante completed the Paso Adelante Participant Response Form and the entire results as well as the questions asked on the form are provided below. Responses given in Spanish have been translated into English.

Please give us any comments you may have about these activities.

- Learned much during my participation in class activities.
- Helped me find my next step.
- Great orientation for our future plans.
- Enjoyment found on activities.
- Agencies scheduled - most didn't show.
- Good.
- Liked them very much.
- Enjoyed activities with entire class.
- Interesting; met new people and made new friends.
- Excellent - lost after an absence on missed activities, but other than that, satisfactory.
- Enjoyed agency visits.
- All were good.
- They helped me find my goal.
- They were an excellent incentive for all who attended.
- Learned a lot about myself with my instructor's help and shared with other students.
- They were very helpful to others.
- They made me think about what I really want.
- Enjoyed them all.
- Agency visits helpful.
- All well liked.
- Interesting and confidence building.
- Helped me learn about myself.

- Helped me learn about myself.
- Helped me learn what I like and how to better myself.
- They were like starting school again.
- They were all good for setting goal.
- Very helpful and took mind off our daily routines.
- Helpful for personal growth.
- Well liked.
- Very enjoyable and above all - useful.
- Excellent.
- These activities were informative and made me realize there are caring people.
- Taught me I am capable of learning and continuing forward.
- Taught me to share myself with others and rid myself of negative thoughts.

What did you like best about Paso Adelante?

- Sharing and learning about one another; manner in which lessons were taught by instructor; exercises.
- Sharing and learning about oneself.
- Enjoyed all classes.
- Learning about agencies where one can better oneself; and personally have grown.
- Gained a lot of information.
- Liked program in general; had little knowledge of such activities.
- Everything, thanks!
- I enjoyed the patience and disposition of instructor.
- Enjoyed entire program.
- Liked the activities presented in program.
- People involved in program.
- Setting our goals and what career goals to select.
- Liked goal setting.
- Classmates and everything in program.
- Learned a lot about ourselves.
- Gave me a lot to think about as far as school plans and myself.
- New friends, friendships and trust in one another.
- Instructors' help.
- Location of class meetings.
- Class time 9-11:30.
- I liked writing and learning new words in English; enjoyed program very much.
- Location, time, class participation really showed us a lot about ourselves.
- Teacher's examples and personal experiences in teaching.
- Taught me ways to find and reach goals and patience instructor had for me.
- Liked attending classes with friends.
- Learned things I never considered or thought about.
- Helped me decide to learn to read and write.
- Learning decision making and alternatives to goals.
- Setting goals and steps to attain them; pleased with teaching technique of Susan Lopez.
- The encouragement given us to continue our education.
- Opening doors and showing us opportunities available.
- Learned that I can still study and progress.
- Liked personal awareness best.
- Met new friends I didn't have before.
- It helped me relate to my problems and to be more open.
- The instructor's fairness, encouragement and understanding.
- I liked the way the instructor conducted class.
- Liked program curriculum and patience shown in presenting it.
- The great instructor and her willingness to clarify learning processes.

- Instructor's orientation.
- All the activities.
- Everything learned was very special.
- The way we were drilled to learn English.
- The way the classes made you feel as a person.
- Some agency visits were good.
- Classes made me feel good about myself.
- Taught me that we are all useful to each other and to recognize my goals.

What improvements would you make in this course?

- Would suggest class time be longer since classes were of interest and we learned much that we never had the opportunity to before.
- Longer classes/course.
- Keep attendance mandatory for those who signed up; too many absences.
- Would suggest 4 hour class meetings rather than 3.
- That it continue.
- Make classes on a daily basis.
- Get more agency visits; some to possibly help us find work.
- Agency visits be on time and as scheduled.
- Better follow through on first week of classes.
- Longer sessions and continue with others needing program.
- Recommendations to others (as friends to be able to join).
- Be sure no one is late or absent.
- Separate people by learning ability as level I,...
- Select group instructors as Susan.
- Better organization.
- Like it the way it is.
- More time allotted to agency visits.
- To continue on with English classes.
- Fine the way it stands.
- Providing day care for students.

What changes have you noticed in yourself as a result of Paso Adelante?

- That I can better help my children with their problems and homework since I have more patience.
- I have grown in my well-being and as a person; I now know where to go to better myself and agencies to outreach for my personal growth.
- I was inhibited and didn't communicate much with others; now I do.
- I have grown personally and feel I can better communicate those growths.
- I have changed and have much more drive in myself.
- Focus all my energy toward my future.
- I feel better about myself and enthusiasm to continue forward.
- Better person.
- I recognize my problems and have new ideas on how to confront my problems.
- Know now that I want to be a social worker or secretary.
- Know my goals.
- Changed in the way I used to be; I know that must attain my GED for a better job.
- I now talk to people.
- Have improved myself.
- Know that I have a lot to learn about myself.
- I learned that I need other people aside from my family.
- Learned to read better.

- Feel better about myself and can now share mutual problems with friends met.
- I've decided to attend EPCC.
- My decision to attend school to learn more.
- Feel better now about future for myself and son.
- Feel excited.
- That I learned a lot about myself.
- Feel self-assured and relaxed about myself.
- Feel happy.
- If I study to learn English I can acquire my goal of a good job.
- Since I started the program I have acquired a desire to succeed and better myself in reaching my goal.
- Know that it is never too late to learn and better oneself.
- Feel I have something to look forward to.
- Feel excited with myself.
- Learned about things I never knew existed.
- Know I am not incapable as I thought and that I that I can become somebody.
- Feel serious about my studies.
- I made my first step and enrolled in school for English and will continue with a trade.
- Learned personally my capability to succeed and to share with friends.
- I am a better mother and friend.
- I am more open and not into myself as I used to be.
- I have more confidence in myself and now know I want to continue my education.
- Have much more initiative.
- At peace with myself, more enthused.
- Feel more active, content and understand English better.
- Found a new interest in myself and willingness to learn again.
- Have bettered my thinking.
- Many changes I want to make for myself.
- Am no longer a pessimist and know I can succeed.

Has your family commented on any changes they have noticed?

- Yes, I'm not yelling at them any longer and all get along much better with me.
- They have made several comments about me and I've changed (examples not given).
- Family has commented (examples not given).
- Felt I changed for the better,
- Yes, they know I want an education for a better job.
- Yes, they know I want to work.
- My boys encourage me to attend school.
- Yes, they say I look important in their eyes and they want me to continue studying now that I know I can. I regret not having done it sooner.
- Yes, on my attention toward homework.
- None, for haven't seen them during this program.
- They're happy that I attend classes and do my homework.
- Yes, they too are enthusiastic with my decision to continue school.
- Yes, comment on my homework and eagerness to attend school.
- Glad I'm learning.
- Happy with my attending classes and offer me their help with homework.
- Yes, and back me up in attaining my goals.
- Yes, know of goals and decisions.
- Yes, tell me they are proud of me.
- Tell me I'm happier.
- When I return from class I'm happier.
- They say I'm relaxed and at peace with myself.
- Yes, they say I show my wanting to continue studying.

- They're glad that I'm progressing toward becoming something in life.
- My children tell me I'm a better person.
- Thank you all for helping me.
- Yes, they say I'm very open now.
- They comment on my attendance and readiness for class.
- Yes, on my having decided to learn English.
- I seem more motivated and happy.
- Glad I've decided to return to studies.
- Yes, they've seen I'm a better person.
- Yes, encourage me to continue forward.
- Thought it was interesting.
- Yes, that I'm a good person and have gained motivation to succeed and demonstrated that I am capable.

PASO ADELANTE PARTICIPANT RESPONSE FORM

LOCATION El Paso, Texas DATE May/June 1990

N=69

We are interested in your evaluation of Paso Adelante. Please read the following statements and answer "yes" if you agree with the statement, or "no" if you disagree with the statement.

	YES	NO
The first information meeting helped me know what to expect in Paso Adelante.	100%	
The location of my Paso Adelante class was convenient for me.	99%	1%
My Paso Adelante class helped me decide on an education and career goal.	99%	1%
I enjoyed being in the class with my classmates.	100%	
I have more confidence since attending Paso Adelante.	100%	
My teacher seemed to enjoy teaching Paso Adelante.	100%	
My teacher encouraged me to make future plans.	100%	
My teacher was usually prepared for each class session.	100%	
I would recommend Paso Adelante to my friends.	100%	
The faciliator aide in my class was very helpful.	100%	

Each of the following was an activity you did in class. Please let us know what you thought of each activity by checking whether you thought it was "excellent," "good," or "poor."

	Excellent	Good	Poor
Physical and Personal Qualities Worksheet ("kind," "funny," "tall," "slim," etc.)	62%	38%	
Drawing a lifeline (from birth to present, and from present to death)	69%	31%	
Listing 20 things you like to do	55%	45%	
Values Checklist ("adventure," "money," "pleasure," "security," etc.)	57%	43%	
Decision Making (listing alternatives and making a plan)	65%	35%	
Goal Setting (steps to take to meet goals)	68%	32%	

PASO ADELANTE PARTICIPANT RESPONSE FORM Page 2

	Excellent	Good	Poor
Career Search (20 questions and the four worlds of People, Paper, Mind or Things)	66%	34%	
Time Management (ideal working day, making lists, making a schedule)	46%	54%	
Stress Management (stress test and ways to reduce stress)	55%	44%	1%
Agency visits	55%	35%	10%
Readings	55%	45%	
Homework	49%	51%	

Please give us any comments you may have about these activities.

What did you like best about Paso Adelante?

What improvements would you make in this course?

What changes have you noticed in yourself as a result of Paso Adelante?

Has your family commented on any changes they have noticed?

Individual Education Plans

Overview

Long-term career and personal goals provide strong motivation for adult learners but they often get discouraged by the effort and time required by educational programs. To maintain motivation, short-term goals must be provided and the connection between them and the participant's long-term goals must be made clear (Houseman & Sherman, 1989). Paso Adelante is a planning process where participants can be made aware of the range of options available to them, their own goals and preferences can be taken into account and they can receive guidance in making sound choices among the options. The result of this planning process is an Individual Education Plan (IEP), which identifies the participants' immediate educational goals and future career goals. The IEPs are completed during the final class sessions of Paso Adelante with the assistance of the teacher and the facilitator aide. The participants' education and career goal are then publicly announced during the graduation ceremony as they are given their certificates of completion.

The IEPs (see Appendix I) are filed with the education broker to be used in monitoring and follow-up. The form provides space for office use to document the on-going follow-up.

Summary of Participant Individual Education Plans

The information obtained from the El Paso participants' Individual Education Plan is summarized below:

- The majority of the participants (68%) had a 6th grade or below education either in the United States or Mexico.
- Five percent of the participants had previously obtained a GED or high school diploma.
- The average number of years since the participants had attended school was 24 years. The range in years was from 1 year to 50 years.
- Seventy percent of the participants had not attended any additional schools or training programs.
- Eighteen percent had attended English classes in various programs and locations.
- Twelve percent had attended classes in child development, cosmetology, computers, nurses aide or technical training.
- Seventy-five percent wanted to continue in English-As-A-Second-Language programs through the school districts or the community college.
- Fifteen percent wanted to attend GED classes offered through the public schools.
- Ten percent wanted to enroll in training programs, such as nurses aide, teachers aide, social work, computers, child development or secretarial science offered at the community college, public schools or proprietary schools.
- Future career goals clustered around general categories in social work, nursing, education, day care, computers, office work, food preparation, sales and cashiering.

Teacher Commentary on Student

Overview

This worksheet (see Appendix J) is provided to the teachers for them to keep an informal "running log" of objective or subjective impressions, concerns or information they have on students which might or might not be significant. It is intended to help teachers organize and convey observations that might be insightful into the students' view of themselves and their world.

Teachers are asked to record their impressions of their students' way of life, attitudes, moods, aspirations, barriers, concerns, fears, values, hobbies, significant life events, understanding of situations, family life or worldview. These observations are then filed with the education broker and treated as confidential due to their subjective nature.

Excerpts of Teacher Comments

Included here are a few excerpts from the Teacher's Commentary on Student which reveal the kind of information this evaluation technique yields which is difficult to obtain in other ways.

- She cried in class during the "What I want to accomplish before death". I held her hand and told her it was okay and to take her time. After that, she didn't participate the rest of the day.
- Very shy. Doesn't participate voluntarily and when asked to share her ideas she often declines.
- Always in a good mood! Helps other students and encourages them to participate.
- Starting to open-up more. At first she wanted to quit the program because she couldn't write in Spanish and felt she was holding back the class.
- Seems very serious. When asked to share what she daydreams about, she said she didn't daydream because it wasn't practical.
- She does saleswork as a hobby, selling sodas, popcorn, potato chips; giving change for different items she sells.
- She would like to become a nurse but the lack of daycare and transportation are major problems. She wants her children to go to college.
- The reason it is difficult for her to go to school is due to her son who is handicapped and her other younger children.
- After working in the factory for 15 years, she would like to work in an office.
- Told me today that no one had ever asked her what she thought was important.
- She seems very afraid. She had to testify in court about a mugging she witnessed and now she's afraid the mugger or his family will "get even" with her.
- Said her father would not let her get an education when she was a child because girls didn't need one - they were supposed to get married and raise a family. Now she's 65 years old, her husband is dead, her youngest child is joining the Army, she's loosing her AFDC benefits and she has no education or training. What is she supposed to do?
- Writes very well. Encouraged her to enroll at EPCC.

Teacher Activity Evaluation Form

Overview

For a program to be successful it must fit the needs, desires and abilities of the students who will use it. The materials, activities, assignments, questions and discussions proposed in this curriculum for Paso Adelante hopefully match the cognitive and emotional levels of the learners and result in enhancing their competencies and self-knowledge. This curriculum, however, must be field-tested and evaluated in order to determine "what works?" To assist with this evaluation, the teachers are asked to address the following questions on the Teacher Activity Evaluation Form (see Appendix K).

- Did the activities have the effect we wanted?
- How did the participants respond to the learning activities?
- Were the students attentive, interested and involved?
- Were the content, sequence and rhythm of the learning activities appropriate?

Insights into these questions provide valuable information for diagnosing areas for improvement so the instruction can be refined and enhanced to meet the learning objectives and revise the curriculum and learning activities.

Excerpts of Teacher Evaluations

Some specific examples of instructor comments on the Teacher Activity Evaluation Forms (see Appendix K) are included here.

Day 1
Went well. I added "family tree" exercise.

Day 2
It was easier with a glass of water. The ladies understand about self-concept and how they've allowed others to influence their decisions to go back to school and get a better job. Many of then want to get ahead, but gave no idea how or why.

Students really enjoyed the "personal" and "physical" quality worksheet.

"Pride" exercise the ladies felt there was no good pride; that it was all bad because it sometimes kept them from asking for help or allowing others to help. I had to explain the difference.

It was hard for them to think of 5 things they were proud of.

Day 3
Life line activity was the hardest exercise for them to do. Many of them did not want to participate. I think it is very important to encourage them to say anything they want the first two days to prepare them for the third day.

"8-12 things they want to do before their lives are over" was hard too; seeing what they wanted to accomplish, but feeling they will never do it.

For the self-contract exercise I need a practical example they can take home with them to follow format. Some of the ladies did not understand how to make a contract; not even when I explained it three times and wrote an example on the board.

Day 4

"Everyone is a teacher" exercise. They were surprised to find they had skills and knowledge they could teach someone else. They enjoyed this discussion very much and did not have a hard time giving me a list of things they could teach others - from cooking to mechanics to sex.

"Twenty things they like to do" exercise went well.

"Values" exercise - they commented that no one ever asked them what they valued.

We also translated "Roberto Va a Puerto Rico" into English.

Day 5

This week is a good introduction for decision making. However, they had problems thinking of successes in their lives. A success to them is their children's accomplishments. How do you get them to think of something they've accomplished themselves?

"Steps of Decision Making" was very valuable to them. It helped them make a better decision on whether to continue their education. I also need a practical example to hand out to them to help them follow a format.

Day 6 and 7

I would like to use these two days to stretch some of the activities like the "decision making" exercise. This time I had them do "Who To Send The Moon" activity. Students enjoyed this and would like to see more exercises like this one.

Agencies were thorough in their presentations and encouraging.
Those agencies were helpful to them and they were surprised to find a variety in service.

Day 8

Suggestion they have - is there any way to separate them according to language level, because we had some students who couldn't read or write in Spanish to students who already knew English.
By this step most of them had already made decisions about their next step; however some still needed help.

They enjoyed "How Do I Learn Questionnaire".

Day 9

We need a list of careers with the title in Spanish to help them with "Career Exploration". It was hard for them to come up with examples of jobs or careers they could do with "The Four Categories", other than secretary, custodian, factory worker or cashier.

Day 10

Thinking about their daydreams as children and as adults was painful for them, Needed to emphasize that it was okay to have dreams and that it's okay when they don't come true - if this happens then we need to keep going.

Day 11

This day needs more time; good activity on Stress Management.

Summary of Evaluation Findings

The evaluation methods incorporated into this project build upon and involve the people directly affected. The participants, teachers and aides have the opportunity to identify program strengths and weaknesses, offer opinions, set goals, formulate plans, analyze outcomes and reach conclusions. The results suggest that the participants perceive the program to be personally beneficial and of practical value in helping them consider alternatives and express choices. The various evaluative approaches seem to validate the Paso Adelante classroom experience as an appropriate vehicle for evaluating the participants' interests, abilities, goals and values and relating them to career and educational requirements. However, these findings are short-term. Studies are needed to evaluate the long-term effect of the program before significant and useful conclusions can be drawn.

Chapter Four

Paso Adelante Curriculum

Included in this chapter of the handbook are:

1) The curriculum for Day 1 through Day 12

2) Suggested Readings - English and Spanish

3) Publishers of High-Interest, Low- Level Books for Adults and Adolescents

PASO ADELANTE COURSE OVERVIEW

Day 1: **Introductions and Course Overview**

Getting acquainted and discussion of the teacher's and participants' expectations.

Day 2: **Self-Concept**

Identification and discussion of physical and personal qualities and success sharing.

Day 3: **Autobiographical Sketch**

Discussion of "my family" and drawing a life line identifying past successes and disappointments and future goals.

Day 4: **"Everyone is a Teacher"**

Discussion of "Anything we can do well, we can teach someone else," and identification of each participant's interests and abilities.

Day 5: **Decision-Making**

Identification and discussion of the steps of decision-making and preparing for agency visits.

Day 6: **Agency Visits**

Presentation of programs, services and admission procedures by PIC, ALPHA, the Literacy Center, the Advanced Technology Center, and Project Career.

Day 7: **Agency Visits**

Presentation of programs, services and admission procedures by the school districts, Education Talent Search/SER, and El Paso Community College.

Day 8: **Goal-Setting**

Identification and discussion of the steps for setting goals and how to identify individual learning styles.

Day 9: **Career Exploration**

Discussion of "why people work"; completion of a 20-question mini-career search; identification of good work habits.

Day 10: **Ideal Working Day**

Identification of features of an "ideal working day"; discussion of guidelines for effective time management; completion by each participant of an individual education plan.

Day 11: **Stress Management**

Identification and discussion of ways to anticipate and manage stress.

Day 12: **Graduation Ceremony**

Presentation of certificates; announcement of each participant's "next step."

OVERVIEW

DAY 1

"GETTING ACQUAINTED"

I. **Initial Inquiry**

   A. Summarize Introduction

   B. Get Acquainted

      1. 5 things like about self

      2. 5 things don't like about self

      3. Discuss changing what you can control, accepting what you can't control

II. **Learning Activity**

   A. Forms

III. **Language Experience**

   A. Conversation Questions

   B. My New Classmate

IV. **Reading in Context**

   A. My New Classmate

V. **Homework (Choose 1)**

   A. 3 things your family likes to do together

   B. Grab bag

   C. Interview family members

DAY 1
"GETTING ACQUAINTED"

I. Initial Inquiry

A. Introduction (Attached)

Summarize in own words:

- Their uniqueness
- Their capabilities
- Your role
- Your expectations of them
- Topics of lessons
- Outcomes of class
- Ask them what they expect to get from this course

B. "Get Acquainted" Exercise

1. Write down 5 things about yourself you like.
2. Write down 5 things about yourself you don't like.
3. Have each participant discuss her list.
4. Include in discussion:
    - What can you do to change the things you don't like?
    - Taking control of things can change us. Accepting things can't change us. (SEE NOTES TO TEACHERS)

II. Learning Activity

A. Discuss the use of forms

1. Where do you have to fill them out?
2. Why do you have to fill them out?
3. What is difficult about filling out forms?
4. Explain the term "filling out", if appropriate.
5. What information is usually asked for on a form?

B. Write a typical form on the board as students suggest what information is usually asked for. Make sure it includes:

Name
Address
City
State
Zip code

Social Security number
Date of birth
Place of birth
Telephone number
Message/emergency telephone number

C. If appropriate, pronounce in English and have them repeat in English.

D. Ask students to copy the form from the board and fill it in.

E. Ask each student to introduce herself.

"My name is ______________________________.
"My address is ____________________________.
"My telephone number is ___________________.

III. Language Experience

A. Break students into dyads and have them discuss the **conversation questions**. (Participate if there is an odd number of students. If there is an even number of students, answer the questions personally in front of the class.)

B. Have students fill in My New Classmate handout.

IV. Reading in Context

Have students introduce the person they interviewed by reading My New Classmate.

V. Homework (Choose 1)

A. List 3 things your family likes to do together.

B. Grab bag

Materials needed: Large bag and one personal item from each student.

Ask each student in the class to bring a small personal item to class. Tell them what they bring should be a secret. They should not let anyone else in the class know what they are brining. It's a good idea to tell the students to bring items which are small and which will not break. Show them an average-size grocery sack and tell them that all the items from the class must fit in the bag. After you have collected one item from every individual in the class, you are ready to start the activity. (Sometimes it takes several days to get one item from everyone, so plan ahead!) Have a volunteer student come up to the front of the class and pick out an object and show it to the class. The class will offer suggestions as to whose object it is and why they believe it is true. After one or two minutes of discussion, the student who drew the item should find out if the class was correct.

C. Interview each family member and write down their answers to the conversation questions.

INTRODUCTION

PASO ADELANTE

Good morning. My name is ______________________________, and I'll be your instructor in this class for the next four weeks. I want to welcome each of you and congratulate you on taking this first step. There's an old saying that goes, "The journey of a thousand miles begins with the first step." We will be on a journey in this class. It will be a journey of self-discovery and personal growth. We're going to be looking at ourselves:

- o Where we've been
- o What we've been doing
- o What we want to do the rest of our lives
- o How we plan to get where we want to go

Hopefully, by the end of this class each of you will see yourself as a person with capabilities to accomplish what she wants to do.

Everyone in this room is unique. There is nobody (living or dead) just like you anywhere in the world.

1) You are physically unique. In spite of the thousands of ancestors who have preceded you, nobody looks or acts exactly like you, not even your brothers or your sisters or your parents, all of whom have the same ancestors as you do.

2) Your experience is unique. Your beliefs, your knowledge, and your attitude are built on a foundation of experience that only you have lived. You are the original; there is no copy.

We are all different, but everyone has the same basic needs:

1) Food, drink, shelter, air, clothing and protection from harm in order to survive

2) Our need for approval and to be loved and appreciated by others

3) Our need to grow and to get increased satisfaction from living

Our primary purpose in this class will be to help you learn how to grow and be satisfied with your life. I expect that many of you will also satisfy your need to be appreciated by others because you will become friends with the people in this room and they will become important to you. We have all met here today as strangers, but we will graduate from this class as friends.

Our main concern will be "growth." If you will, think of a plant--a philodendron, perhaps. (TEACHER'S NOTE: You may wish to bring one to display.) The plant starts small and continues to grow. It's always losing old leaves and growing new ones. In fact, you'd worry if a plant didn't grow, if it always remained the same. You'd probably think its days were numbered!

We humans are the same. We are always changing and growing. Look back at a picture of yourself ten or twenty years ago and see how much you've changed physically. Of course, our appearance has also changed a lot depending on the styles of the day--what hairstyles were in that year, how high or low hemlines were. But it's more than just fashion that has changed. It's **you** who has changed. You've given your body enough food, drink, water, clothing, shelter, etc. to survive physically. But what about your intellectual side? Your mind? Can you see the same growth in your mind? Have you been as good to your mind as you have to your body? Have you continued to grow, or is your mind dying from neglect?

For survival, our minds need the same nurturing as our bodies. Our minds need to keep growing. And just like this plant that's always losing its leaves in order to keep growing, we must lose some of our old habits and ways of life in order to grow--in order to make new leaves.

Life has a way of forcing us to make changes. When children start school, and especially when they leave home, a mother can no longer be a parent in the same sense she was before. When a young person takes a job, marries or has children, she can no longer be the same carefree adult.

Growing means changing. It is a powerful force within us. It means expansion.

Never before in history have people had as many opportunities for growth (at whatever stage of life they're at) as you and I have had. We have more opportunities available to us than our grandparents could have ever thought possible.

Programs are available to help you learn to read, to speak another language, to get a GED, to get job training, to get help finding a job, even to learn how to swim or to dance or to appreciate wine. We're looking at these opportunities in this class. Each of you is going to be looking at possible directions your life can take, which leads us to one of the rules of this class: "We are here to grow and to help others grow." Everyone who is here belongs here. Regardless of what happens, we all belong in this group.

Many of you are probably asking yourselves, "Should I really be here?"

If you're already exactly what you want to be; if you're able to accomplish everything you attempt to do; if you're completely content with your life, then the answer is "NO."

But if you have dreams of what you'd like your life to be and you need some help in getting started; if you want to learn how you can further your education and get job training; if you want to learn more about yourself and your goals; if you want to learn more about other people; if you want to know what's important to you as a person; if you want to identify your problems and find solutions; and if you want to learn better English, then the answer is "YES. You should really be here."

If you decide to commit yourself to completing this program by returning next Wednesday, we both need to be clear on what is expected of us--me as your teacher, and you as a student. Me first.

I will try to be sensitive to your needs.

I will try to listen to each of you and help you in any way I can. I'm sure that I'll also have a lot to learn from each of you.

I will try to be patient. There will be times when you might have difficulty with a lesson or a concept, times when you don't understand. I won't make fun of you or humiliate you in front of the class. I'll work with you to help you understand. I know that people learn at different rates of speed, and what's easy for one student may be difficult for another.

I will be prepared for each class. The class will begin and end on time, so please be here on time to avoid missing anything we'll discuss in class. Each lesson will be designed to increase your skills in English and help you plan the next step in your life.

I will help you set realistic goals. By the end of this class, I want you to have a "next step" for the goals in your life.

I will try to communicate the facts, concepts, and ideas as clearly as I can. I'll do my part. I'll be here on time. I'll make as much time as possible available to you individually if you need it. I'll help you as much as I can. But the rest is up to you. A teacher is never really a "giver" of information, but is someone who helps you build on what you already know. I'll try to provide an opportunity for each of you to "learn," but the learning will depend on you.

This class will probably be very different from any other class you've ever been in. Regardless of how much schooling each of us has had (or our varying abilities in Spanish or English), we all have one thing in common: we use language. Each of us can express herself by talking. We are all good at using language to express ourselves—whether in Spanish or in English. In this classroom, "language" will be our foundation. It will be what we build on. I'm not going to be writing rules about grammar on the board. I'm not going to be making you fill out boring workbook sheets. I'm not going to be doing drills. We're going to be talking, hopefully about very interesting subjects. You're going to be expressing yourselves just as you do every day in your life, and I'm going to be helping you learn how to express those ideas in English. This is what learning another language is all about: expressing yourself.

And now for you.

I expect you to attend class regularly and be on time. Bring a notebook and writing utensils to class. Always review what you wrote in your notebook.

I would appreciate your participation in class, even if speaking is embarrassing or difficult for you. If you have a question, then I'm sure others in the class have the same question, and it needs to be asked and answered. The class will be a lot more fun if you open up and we get to know each other. Many of our activities will be conversational, and everyone will be expected to participate.

Of course, it will be okay for you to speak in Spanish, but my job will be to help you learn to express yourself in English. We'll also work on vocabulary and English expressions.

We have all entered this room with different abilities, whether they're in car repair, mathematics, singing, dancing, reading, speaking, or writing. Our goal is for each of us to improve. We are only competing against ourselves, not with each other. Therefore, it's important that every one of you feels comfortable enough to express herself in this class. No one will make fun of you.

I realize that everyone in here is an adult and has many adult responsibilities. You have many things to do at home with your children and your family that keep your lives hectic. There will be homework assignments. These assignments will supplement what we learned in class, or they may be designed to get you to think about a topic before we discuss it in class. In addition to helping you with actual class assignments, these homework activities can help you set a "study time" in your household. Many of you have school-age children and know how difficult it is to get them to do their homework. Take this opportunity to turn off the TV or radio and have everyone in the household, including the young children, get a book for reading or doing homework. I realize this may not sound possible in your household, but whatever your circumstances, it's very important that your children see you doing your homework. It will encourage them to not only "do as you say," but also to "do as you do." If your children see you doing your homework, you will be showing them how important education and learning are. Your children need to see you as a "student" and a "learner" as well as their mother. They're probably used to you being their cook, the bill payer, the nurse, the disciplinarian, and all the other roles you assume at home. Your being a "student" may be a new role for them to see. This role will take them some time to get used to, and there may be resistance on their part. It will be up to you to be firm in telling them that this is what you want and this is what's important to you. Be very proud of what you're doing. You deserve to be proud!

We'll have three main topics in this class meant to help you discover who you are, where you're going, and how you're going to get there:

1) "Who am I?" You'll discover who you are and what's important to you.

2) "Where am I going?" You'll learn the four steps required to make a sound decision, and how to set goals for your life.

3) "How am I going to get there?" Representatives from the El Paso Independent School District, the Ysleta Independent School District, the Private Industry Council, El Paso Community College, and other agencies will visit with you and tell you about their programs and how you can apply for them.

Our final goal will be to write an individual education plan to get you started on your next steps. Of course, we'll have a graduation ceremony as we all congratulate each other on doing such a great job!

You've made a decision to grow. You're showing your children how you've learned to take control of your life. You're becoming more interesting. You have more things to talk about. You now have choices for your future.

You're going to learn new skills and change some of your old behavior. You're going to make new friends and learn a new vocabulary. You're going to discover a new way of seeing yourself.

NOTES TO TEACHERS

The overriding theme of "change" vs. "acceptance" should be integrated into any class session when appropriate. For example, if a student lists "my big nose" as something she doesn't like, focus the discussion on whether she can change the size of her nose. Unless she opts for plastic surgery, she must eventually conclude that she cannot "change" her nose, and she must therefore either "accept" her nose, or choose to feel bad about something she cannot change.

On the other hand, if a student lists "always being late" as a characteristic she doesn't like about herself, focus the discussion on how she can control this behavior. Discuss specific ideas about how she can change. This is very empowering. It takes the idea of always being a "victim" and shapes it into being a person of his/her own design—a person with options who chooses to be who they are, a person with control.

CONVERSATION QUESTIONS

1. How big is your family?
2. What hobbies do you have?
3. What do you like to do on weekends?
4. What are your favorite foods?
5. What is your favorite kind of music?
6. If you had a million dollars, what would you do?

PREGUNTAS PARA HACER CONVERSACIÓN

1. ¿Cuantas personas hay en su familia?
2. ¿Que le gusta hacer en su tiempo libre?
3. ¿Que le gusta hacer los fines de semana?
4. ¿Cuales son sus platillos favoritos?
5. ¿Que tipo de música le gusta?
6. ¿Si tuviera un millón de dólares, en que los gastaría?

MY NEW CLASSMATE

Today I met ____.

Her family has ____

____.

Her hobbies are ____

____

____.

On weekends, she likes to_________________________________

____

____.

Her favorite foods are ___________________________________

____.

Her favorite kind of music is ____________________________

____.

She would spend a million dollars on _____________________

____

____

____

____.

MI NUEVA COMPAÑERA DE CLASE

Hoy conocí a ____.

Su familia tiene ____

____.

Las cosas que le gustan hacer en su tiempo libre son _______________

____

____.

Los fines de semana le gusta __________________________________

____

____.

Su comida favorita es ____

____.

La música preferida de ella es ________________________________

____.

Ella gastaría un millón de dólares en ___________________________

____

____

____

____.

ADDITIONAL ACTIVITIES

STUDENT/TEACHER DISCUSSION

This activity should center around teacher, tutor, and students getting to know each other. Teacher can lead a discussion by telling students where her family is from, what she does in her job, what she likes to do after work, etc. Students should be encouraged to participate as much as possible. New vocabulary relating to activities at work or at home can be put on the board for students to copy. At the end of the discussion, teacher might ask students questions about each other to see how much they've retained.

LANGUAGE GAME: The Psychology Game

FEELINGS

POSITIVE ———————————— NEGATIVE

Great! Good. Okay. All right. So-So. Terrible.

How do you feel about these topics?

jobs
music
Christmas
coffee
cigarettes
children
America
teachers
hospitals
mothers
Coca Cola
snow
money
TV
English
baseball
parties
Julio Iglesias

Get into pairs. Student 1, read the words. Student 2, answer how you feel as quickly as you can. Then change roles. After you finish, discuss some of your answers. For example:

Student 1: Jobs.
Student 2: Terrible.
Student 1: Music
Student 2: Great!
Student 1: Why did you say you feel terrible about jobs?
Student 2: I don't have one.
Student 1: Oh, I see.

CONVERSATION QUESTIONS

1. Where were you born?
2. How old are you?
3. Where do you live?
4. How big is your family?
5. How many brothers and sisters do you have?
6. Where do you work or go to school?
7. What is/was your least favorite subject to study in school?
8. What is/was your favorite subject to study in school?
9. Who is your best friend?
10. What are your hobbies?
11. What do you like to do on weekends?
12. What did you do last weekend?
13. What is your favorite sport?
14. Where do you like to go for vacation?
15. What do you like to do for vacation?
16. What parts of this country have you visited?
17. Would you like to live in this part or another part of the country?
18. What time do you get up in the morning?
19. What are your favorite foods?
20. What's your favorite color?
21. What are your favorite kinds of clothes?
22. Who is your favorite singer?
23. Who is your favorite actor? Actress?
24. What is your favorite kind of music?
25. What kind of movies do you like? TV programs?
26. What other languages would you like to speak? Why?
27. If you had $1,000,000, what would you do?
28. What books do you like?

OVERVIEW

DAY 2

"SELF-CONCEPT"

I. **Initial Inquiry**

  A. Discuss homework

  B. Self-concept illustration and story

  C. Success sharing

II. **Learning Activity**

  A. Personal qualities worksheet

  B. Physical qualities worksheet

III. **Language Experience**

  A. "Things I am Proud of" discussion

  B. Have students write 5 sentences each:

    1. "I am proud that I am ______________________.

    2. "I want to be more _________________________.

IV. **Reading in Context**

Choose an appropriate reading such as a poem by Langston Hughes or Shel Silverstein.

V. **Describe Family Member**

DAY 2

"SELF-CONCEPT"

I. **Initial Inquiry**

A. Review and discuss homework. Write new vocabulary on board.

B. Self-Concept

1. Take sheet of construction paper.

"This is our self-concept, or how we feel about ourselves. It is affected by other people. If somebody is negative to us, then a piece is destroyed."

Tear off a piece of the paper.

"When someone is positive to us, then our self-esteem grows."

Tape piece back on.

GIVE EXAMPLES, ADDING AND SUBTRACTING WITH EACH EXAMPLE:

"You're smart."
"You're stupid."
"You're no good, just like your father."
"Great dinner, Mom!"
"You look nice today."
"You talk too much."

TEACHER'S NOTE: You can also use a balloon or a clear glass of water—anything that can show the concepts larger and smaller.

2. Read sample story.

Susana is a thirty-year-old woman who is going back to school for the first time in fifteen years. When she tells her family and friends about her plans, she gets many reactions. Her husband says, "You're CRAZY! You belong at home with the children." (RIP) Her children say, "Mom, you're too old to go back to school. You can't learn anything at your age." (RIP) Her mother and father say, "Why do you want to go to school? Aren't you satisfied with your life? Do you think you're better than the rest of the family?" (RIP) Susan's friend says, "Don't go to school. It won't do you any good. It will probably only make you realize how much you don't know." (RIP)

a. What could Susan's husband, children, parents, and friend have said to her to make her self-concept grow?

b. What did **your** husband, children, parents, and friends say to **you**?

c. What can we do or say to help other people's self-concepts grow?

d. Can you control what other people say or do?

e. What can you do about other people's comments to you that hurt your self-concept?

C. Success Sharing (Canfield, Wells; 1976)

Another way to help students focus on the positive aspects of themselves is to have them publicly share their accomplishments with the group.

In small groups of five or six, or with the entire class, ask the students to share a success, accomplishment, or achievement they had before they were ten years old. Next, ask them to share a success they had between the ages of ten and fifteen, then between the ages of fifteen to the present time. (Obviously, these age ranges will need to be revised depending upon the ages of the students in your class.)

At first some students may have difficulty remembering some of their earlier successes. But as others share theirs, they will recall their own. Children with extremely low self-concepts often report that they haven't had any successes. If this happens, you will need to help prod the students with questions, such as:

- Well, you've been taking care of your younger brothers and sisters for two years. I consider that an accomplishment!
- Can you remember when you learned to ride your bicycle? Did you feel good about that achievement?

A variation of this exercise is to periodically ask your students to share their greatest success or accomplishment during a recent period of time—say, the past week, the last month, over the weekend, over vacation break, over the summer, etc. It is also a good practice at the end of the day to ask the students what their greatest success was for the day.

II. Learning Activity

A. Discuss the difference between physical and personal qualities, emphasizing the lack of control over and the need for acceptance of physical qualities (unless they choose to lose weight, build muscles, or have plastic surgery).

B. Describe yourself physically or have students do it. Write vocabulary on board.

C. Review Physical Qualities Worksheet, making sure that each word is understood.

D. Have students fill out Physical Qualities Worksheet with any additions they would like to make.

III. Language Experience

A. Engage the class in a classroom discussion using "A Matter of Pride Checklist" as a guide.

B. Have students write 5 sentences each:

1. "I am proud that I am ______________________."
2. "I want to be more ______________________."

C. Discuss sentences, occasionally asking:

1. "How are you going to be more ______________?"
2. "What can you do to be more ______________?"
3. "What is your greatest strength?"

IV. Reading in Context

Choose an appropriate reading such as a poem by Langston Hughes or Shel Silverstein.

V. Homework

Describe a family member - both physical and personal qualities.

PERSONAL QUALITIES

_____ kind
_____ quiet
_____ romantic
_____ organized
_____ moody
_____ patient
_____ curious
_____ capable
_____ funny
_____ shy
_____ sad
_____ happy
_____ helpful
_____ lazy
_____ friendly
_____ honest
_____ emotional
_____ possessive
_____ tolerant
_____ sexy
_____ tidy
_____ worried
_____ forgetful
_____ affectionate
_____ polite

PHYSICAL QUALITIES

I AM:

_____ tall

_____ short

_____ average

_____ heavy

_____ slim

_____ average

_____ young

_____ old

_____ middle-aged

I HAVE:

_____ blue eyes

_____ brown eyes

_____ black eyes

_____ green eyes

_____ gray eyes

_____ dark hair

_____ light hair

_____ dark skin

_____ light skin

CUALIDADES PERSONALES

_____ amable

_____ seria

_____ romantica

_____ organizada

_____ voluble

_____ resignada

_____ preguntona

_____ capaz

_____ chistosa

_____ timida

_____ triste

_____ contenta

_____ útil

_____ floja

_____ amistosa

_____ honesta

_____ emocional

_____ posesiva

_____ tolerant

_____ "sexy"

_____ limpia

_____ preocupada

_____ olvidadiza

_____ cariñosa

_____ cortés

CUALIDADES FISICALES

YO SOY: _____ alta _____ chaparra _____ normal

YO ESTOY: _____ gorda _____ delgada _____ normal

YO SOY: _____ joven _____ vieja _____ de mediana edad

YO TENGO:

_____ ojos azules _____ cabello obscuro

_____ ojos cafés _____ cabello claro

_____ ojos negros

_____ ojos verdes

_____ ojos grises

YO SOY: _____ morena _____ güera

A MATTER OF PRIDE CHECKLIST

Things I am Proud of

- Something that I recently made as a gift for someone special
- My ability to organize my work
- My response to the energy crisis
- My savings account
- My family
- What I've accomplished independently of others
- My good and loyal friendships
- A difficult decision I made that required that I take a risk
- Something I accomplished in sports
- My response to a friend who needed me
- My nationality and family customs
- Something I did that didn't require a great deal of courage, but which was a source of satisfaction for me
- Something unseemly that I was tempted to do but didn't
- Praise that I received for a special achievement
- My ability to express my opinions, especially when they differ from others' opinions
- My desire and ability to make someone else happy
- My desire to take pride in my appearance
- A difficult skill that I recently learned
- My accomplishment of a long-sought-for goal
- Helping someone through a difficult problem
- Something I did to help resolve the pollution problem
- Expressing myself honestly according to my moral principles
- A time when I asserted real leadership
- My self-discipline regarding my eating and drinking habits
- Being considerate of and sensitive to someone else's feelings
- Helping someone in financial trouble when I'm able to
- Helping a parent and child get together again
- Something I did to promote racial and sexual equality
- My religious beliefs
- Helping an elderly or sick person
- A response to danger that required physical and moral courage
- An inherent talent I have that I am successful at
- Times when I'm especially creative
- Forgiving a friend for something hurtful she said or did to me
- Telling someone the truth even though it was difficult
- Helping a younger brother or sister understand and work through a problem
- Planning a surprise for someone I care about
- My positive attitude toward people and the world

ADDITIONAL ACTIVITIES

Proud Whip (Simon, Howe, Kirschenbaum; 1972)

Past experience has proven Proud Whip to be one of the most used and most valuable strategies employed by teachers who have been trained in values clarification. This activity helps students become more aware of the degree to which they are proud of their beliefs and actions, and this will encourage them to do more things in which they can take pride. Students also hear new alternatives from examples of their classmates' lives.

The teacher asks students to consider what they hvae to be proud of in relation to some specific area or issue. The teacher whips around the room calling upon students in order. Students respond with the words, "I'm proud of..." or "I'm proud that..." Any student may pass if she chooses.

Sample questions

- What is something you're proud of that you can do on your own?
- What things about your family make you proud?
- What accomplishment are you most proud of?
- What would you like to accomplish in the future that would make you proud?

You should emphasize that the type of pride that is called for here is not the boastful or bragging kind of pride, but the pride that means, "I feel really good about this" or "I cherish this aspect of my life."

The teacher must be very supportive of those who pass. No one should be expected to be proud of everything. Sometimes the teacher deliberately selects an issue that the student must pass on, just to illustrate this point. Students should be encouraged to volunteer to bring in topics for Proud Whips.

Additional Examples ("I am proud of..." or "I am proud that...")

- Any new skill you have learned within the last month or year
- Something you did that did not take physical courage but you're proud of anyway
- A decision you made which required considerable thought
- The completion of a task that was very difficult but which you finished anyway
- A time-honored family tradition
- Not doing something you found objectionable
- Something you've done for an older person
- A time when you spoke up when it would have been easier to keep quiet
- A time when you wanted to speak up but you knew it was best to keep quiet
- Something you've made with your own hands
- A time when you got a good bargain
- A habit you successfully worked hard to overcome
- A time when you were especially loving to someone
- Something you did to live by your religion
- Something you've done to add to the world's beauty
- Something you've done to add to the quantity of love in the world
- A time when you set a good example for a younger child
- Healthy habits you have

Self-Concept in Pictures

Have students cut pictures and words out of magazines that describe some aspect of themselves. Ask them to paste them on a paper bag: on the outside as the world sees them, and on the inside as they see themselves. Discuss.

OVERVIEW

DAY 3

"AUTOBIOGRAPHICAL SKETCH"

I. **Initial Inquiry**

   A. Homework review

   B. Discuss importance of "family"

II. **Learning Activity**

   Life line

III. **Language Experience**

   Self-Contracts

IV. **Reading in Context**

   Risks (Riesgo)

V. **Homework**

   Write a self-contract

DAY 3

I. Initial Inquiry

A. Review homework. Write any new vocabulary on board.

B. Discuss "family."

1. Who is in your family (both immediate and extended family members)?
2. Why are our families important to us?
3. How do you show love to your family members?
4. Tell of a time when you really listened to someone in your family.
5. What special "tradition" does your family have, such as at Christmas or Easter, or on Sunday?
6. How do you try to "control" your family members? How do they try to "control" you?

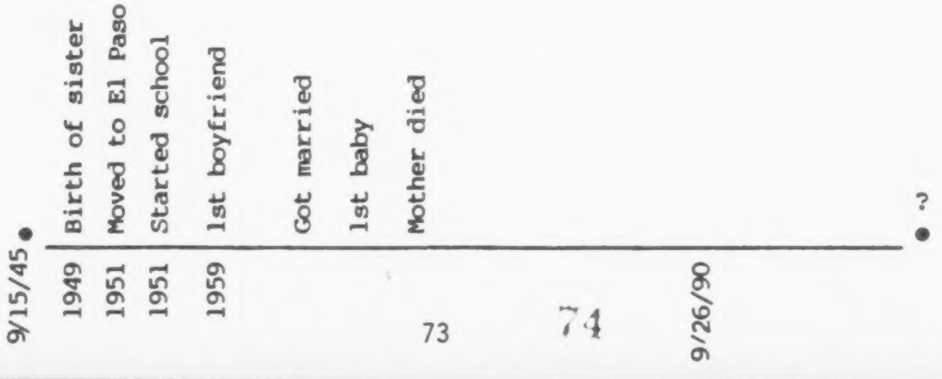
II. Learning Activity

A. Life Line

1. Draw a horizontal line across the board.
2. Put a dot at each end of the line.
3. Over the left dot, write your birthdate, saying "This dot represents my birth, the day I was born."
4. Place a question mark over the dot on the right, saying "This dot represents my death. I don't know when that will be."
5. Now place a dot which represents where you are right now on the line between your birth and your death. Write today's date under this dot.

B. Summarize the "ups and downs" of your life, listing the disappointments and successes, the important life decisions and turning points, the important people.

EXAMPLE:


9/15/45
Birth of sister
1949
Moved to El Paso
1951
Started school
1951
1st boyfriend
1959
Got married
1st baby
Mother died
9/26/90
?

C. Have students write their own life lines and discuss.

D. Discuss the "time remaining".

1. Have students write down 8-12 things they want to do before their lives are over.

2. Have students write on their life lines a goal for:

   a. 1 year from today

   b. 3 years from today

   c. 5 years from today

   d. 10 years from today

   e. 20 years from today

3. Ask students to keep this list because they will use it later.

III. Language Experience

A. What are some things you want to start doing right now, right at this point in your life?

B. "Make a contract with yourself about some change you would like to make in your life. It can involve starting something new, stopping something old, or changing some present aspect of your life."

C. Give examples.

1. "You might decide that you want to practice English every day. You need to decide:

   a. When you're going to practice

   b. Who you're going to practice with

   c. How long you're going to practice"

2. Other examples: eating less fat or junk food; yelling less at your son; keeping the house clean; driving more carefully.

D. Demonstrate how to write a short contract.

E. Write a contract of your own.

IV. Reading in Context

Risks (Riesgo)

V. Homework

Ask students to write a self-contract and bring it to class for the next session. Have them discuss it with their family so that their family can help them.

RISK

To laugh is to risk appearing the fool.
To weep is to risk appearing sentimental.
To reach out for another is to risk involvement.
To expose feelings is to risk exposing your true self.
To place your ideas, your dreams, before the crowd, is to risk their loss.
To love is to risk not being loved in return.
To live is to risk dying.
To hope is to risk despair.
To try is to risk failure.
But risks must be taken, because the greatest hazard in life is to risk nothing.
The person who risks nothing does nothing, has nothing, and is nothing.
He may avoid suffering and sorrow,
But he simply cannot learn, feel, change, grow, love—live.
Chained by his certitudes, he is a slave; he has forfeited freedom.
Only a person who risks is free.
The greatest risk is to risk nothing at all.

Courtesy of Dr. Earl Reun

RIESGO

Reirse es tomar el riesgo de aparecer como un tonto.
Llorar es tomar el riesgo de aparecer como un sentimental.
Extender la mano a otro es tomar el riesgo de involucrarse.
Demostrar nuestros sentimientos es tomar el riesgo de exponer
   lo que uno trae por dentro.
Exponer tus ideas, tus suenos, ante la gente, es tomar el riesgo de perderlos.
Amar es tomar el riesgo de no ser amado.
Vivir es tomar el riesgo de morir.
Tener esperanza es tomar el riesgo de desesperarse.
Hacer la lucha es tomar el riesgo de fallar.
Pero se tiene que tomar riesgos, porque el hecho mas desastroso de la vida
   es no arriesgarse nunca.
La persona que no arriesga no hace nada, no tiene nada, ni es nadie.
El tal vez no sufra, pero sencillamente no puede aprender, ni sentir,
   ni cambiar, crecer, amar—vivir.
Encadenado por sus certezas, es un esclavo; ha perdido su libertad.
Solamente el que se arriesga, es libre.
El riesgo mas grande es nunca arriesgarse.

Courtesy of Dr. Earl Reun

OVERVIEW

DAY 4

"VALUES AND INTERESTS"

I. **Initial Inquiry**

   A. Homework review

   B. Five good minutes

   C. Everyone is a teacher

II. **Learning Activity**

   Twenty things you like to do

III. **Language Experience**

   A. Everybody votes

   B. Values Checklists

IV. **Reading in Context**

   Models (Modelos)

V. **Homework**

   A. What have you learned about yourself today?

   B. More than anything else, I want ______________________.

   C. It's fun to daydream about ___________________________.

DAY 4

"VALUES AND INTERESTS"

I. Initial Inquiry

A. Homework review

B. Five good minutes

Ask your students to think over how they have spent the last 24 hours—where they have been, who they have seen, what types of activities have they been involved in. Give them a couple of minutes to gather their thoughts and think of five good minutes that they really enjoyed. Five minutes that really bring us pleasure are often something hard to find! Whip around the room quickly, having each student briefly share with the class their "five good minutes" as you jot them down in a list on the board.

When the list is complete, have the group try to determine just exactly what factors are involved in our enjoyment--what kinds of things tend to make our life worthwhile. (Common factors are music, books, friends, sports, romance, rest, praise.) See if the categories break down culturally. (They probably won't--and that is a lesson in itself in universality!) Initiate a discussion with the students regarding how they could get more of these good minutes into their lives. Realistically speaking, what would they have to do or what would the circumstances have to be in order to experience more of the enjoyment? Do they foresee this happening in the future? Why? Why not?

C. Everyone is a Teacher

Initiate a discussion based on the idea that "everyone is a teacher," that "anything we can do well, we can teach someone else." Ask your students about teachers they have had, not just in school environments, but in their whole life—perhaps friends or relatives who have spent time with them helping them learn various skills. Give them a few minutes to gather ideas about what skills they have, what skills they could teach to someone else. (Most likely you will get a lot of "humble noises," a lot of protests about not knowing how to do anything special that anyone would be interested in learning. Remind them that, indeed, they do! For example, many of your students could be "teachers" of their native language, native cooking, origami, soccer, swimming, yoyo, knot-tying, makeup or hair styling, dance, horseback riding, etc. Give them a few ideas to get them started.)

After a few minutes, put each student on focus for a few seconds, asking them to share with the class some things they could teach the others. Have them tell you who taught them. Make a list on the board of all their collective skills, and they will be amazed at the diversity of knowledge that they have each brought to class with them. Propose a special time of demonstrations by students, before or after class.

II. Learning Activity

Twenty Things You Like To Do (Munford and Sheiner, 1986)

Directions: On a separate sheet of paper, write down all the things you'd like to do if you had some spare time. Don't limit yourself to things you have already done or really could do. Let your imagination go and write down all the items that interest you. Title your paper "Interests List."

Here are some interest possibilities to choose from:

watch tv
dance
repair a bike or car
play ball
draw a picture
plant a garden
go for a hike
write a letter
play with an animal
play with a little child
read a book or magazine
do a puzzle
bake a cake
help a friend
play a game
go horseback riding
take a class
exercise
do crafts--rugmaking, sculpting, jewelry-making, etc.
go shopping
run a race
take a walk
clean the house
ride a motorcycle or bicycle
visit friends
go skating
make something out of wood
sew
listen to music
take pictures
collect stamps, coins
read the newspaper
fly a plane
sail a boat
go camping
visit a new place
play a musical instrument

The items you choose will tell you something about yourself and about the kinds of work you'd enjoy doing. Look at your list of interests and ask yourself the following questions about the things you like to do.

1) Are most of your interests done:

indoors. . .outdoors?
alone. . . or with others?
with your hands. . . or with your head?
quickly, with lots of action. . . or slowly and patiently?

2) Are your interests:

mechanical?
artistic?
nature-filled?

3) Do they involve:

creating?
building?
moving around a lot?

Keep your Interests List for future reference.

III. Language Experience

A. Everybody Votes

Values (deeply held opinions and feelings) and goals (your plans for the future) play a major role when you choose a career. How do your values relate to the work world? Which values are most important to you? What steps must you take to reach your goals? You will find the answers to these questions in this objective.

VALUES: Here are some values that many people hold.

1) **Money**

Of course, we all need money in order to buy the necessities of life--food, clothing, shelter. Some people prefer to make just what they need to live, and get by on as little as possible. They choose to use their time in other ways. To others, money is a high value, and they would be willing to work as much as necessary to get as much money as possible.

2) **Adventure**

Some people love excitement, change, and risk. Adventure can be on a physical level, such as fire fighters and deep sea divers might experience. It might be more of an emotional or intellectual adventure, such as a reporter or surgeon might experience. Other people prefer quiet, stable lives with little chance for the unexpected. This is reflected in their choice of work, also.

3) **Creativity**

Some individuals find enormous satisfaction in creative expression--painting, writing, acting, designing, etc. There are usually not enough jobs for creative people--especially well-paying ones--but sometimes this need for a creative outlet is the primary value for an individual, regardless of the pay or working conditions.

4) **Power**

Power can be explained as the ability to control things or to make things happen. Certain kinds of careers will give you the chance to have power--to be in charge, to lead people, and to shape events.

5) **Caring**

Some people find satisfaction in activities where they can help people with whatever they need. Jobs like these can be hard. Sometimes people who need help have complicated and difficult problems. Working conditions may be poor. The jobs may not pay well, but the good feelings gained from helping others are a sufficient reward for some.

6) **Fame**

There are many levels of fame, just as there are many levels of power. Some jobs will put you more in the "public eye" or provide opportunities to make yourself well-known to many people. Some people prefer jobs that allow more privacy and less visibility.

7) **Beauty**

Beauty is a high value to some people. They are very sensitive to beautiful places, beautiful art, or beautiful people. The working conditions of a job may be of great importance to them.

As you discuss each value, write the word on a sheet of paper. Tape the sheets in various places around the room. Ask participants to consider what their most important value is and to signify their choice by going over and standing by the word. Discuss everyone's choice.

Ask each participant to stand by the word that is their least important value. Discuss their choices. Ask them where they would have stood five years ago.

B. Values Checklists (See attached)

IV. **Reading in Context** (See attached)

Models (Modelos)

V. **Homework**

A. What have you learned about yourself today?

B. More than anything else, I want ________________________.

C. It's fun to daydream about ____________________________.

VALUES CHECKLIST

Study the list below carefully. Then place a "1" next to the value which is most important to you. Place a "2" next to the value which is second most important to you, etc. The value which is the least important should be ranked "14."

_____ Adventure
_____ Beautiful surroundings
_____ Comfort
_____ Fun
_____ Happiness
_____ Independence
_____ Leisure time
_____ Money
_____ Pleasure
_____ Power
_____ Possessions
_____ Prestige
_____ Security
_____ Structure

The values you have will help you make decisions about your career. Listed below are 12 workplace values. Place a "1" next to the value you would most desire in your work. Place a "2" next to the value which is second most important to you, etc. The value which is the least important should be ranked "12."

_____ Create ideas
_____ Make things
_____ Design systems
_____ Help people
_____ Perform physical tasks
_____ Organize things
_____ Create beauty
_____ Explore ideas
_____ Follow directions
_____ Take responsibility
_____ Experience variety
_____ Improve society

LISTA COMPROBANTE DE VALORES

Marque las cosas que a usted le gustaria tener.

Aspectos importantes:

_____ aventuras

_____ dinero

_____ alrededores bonitos

_____ comodidad

_____ diversion

_____ independencia

_____ tiempo libre

_____ felicidad

_____ poder

_____ prestigio

_____ seguridad

_____ placer

Marque las actividades que le gustaria hacer en su trabajo.

Factores importantes:

_____ ser creativa

_____ fabricar cosas

_____ ayudar a personas

_____ hacer cosas fisicas

_____ seguir instrucciones

_____ tener responsabilidades

_____ mejorar la sociedad

_____ organizar cosas

MODELS

My female model
is my mother
a traditional
nonprofessional
woman at home
with high standards
on how to run a house.

My male models
are the men in the office
working 60 hours a week
because they have wives
like my mother
taking care of everything.

If I'm like the men
I have no time for anything
except work
evening meetings
and out of town business.

If I'm like my mother
I have no time for anything
except cleaning the house
having hot meals on time
and driving the children.

The world needs new models.
We must be the models!

---Natasha Josefowitz

MODELOS

Mi modelo femenino
es mi madre
persona tradicional
no profesionista
ama de casa
con reglas fijas
de como manejar su hogar.

Mis modelos masculinos
son hombres de oficio
trabajando 60 horas por semana
porque tienan esposas
como mi madre
encargadas de todo.

Si soy como los hombres
no tengo tiempo para nada
con excepcion del trabajo
juntas
y negocios fuera de la ciudad.

Si soy como mi madre
no tengo tiempo para nada
con excepcion limpiar la casa
preparar comidas calientes
y cuidar a los hijos.

El mundo necesita modelos nuevos.
Nosotros debemos ser esos modelos!

---Natasha Josefowitz

OVERVIEW

DAY 5

"DECISION MAKING"

I. **Initial Inquiry**

   A. Homework review

   B. "This Week" exercise

   C. Discuss "decision making"

II. **Learning Activity**

   A. Steps to decision making

      1. Define the problem.

      2. List the alternatives and their advantages and disadvantages.

      3. Choose one alternative and make a plan.

      4. Evaluate the alternative.

   B. Examples and worksheets

III. **Language Experience**

   A. Prepare for agency visits

   B. List of questions to ask agencies

IV. **Reading in Context**

   "TDHS Family Support Community Resources" books

V. **Homework**

   Agency Review Sheet

DAY 5

"DECISION MAKING"

I. Initial Inquiry

A. Homework review

B. "This Week" exercise

Have students make a quadrant labeled "This Week." Ask them to consider answers to the following questions and write them briefly, one in each section of the quadrant.

1. What is a decision that you made this week?
   (¿Cual decision ha hecho usted esta semana?)

2. What is something you did this week to make someone happy?
   (¿Que ha hecho usted esta semana para hacer feliz a otra persona?)

3. What is a small (or great!) success you had this week?
   (¿Cual buen exito chico (o gran) ha tenido usted esta semana?)

4. What is one compliment you received from someone this week?
   (¿Cual es un cumplimiento que usted ha recibido de alguien esta semana?)

Either discuss in the large group or have them choose partners and tell about their week. They can change partners several times, which gives them a chance to experience different reactions from their various classmates.

C. Discuss decision making.

1. What are some examples of small decisions? (What to watch on tv, what to wear, when to eat)

2. What are some examples of big decisions? (Getting married, having children, how to earn a living)

3. How do you make small decisions?

4. How do you make big decisions?

5. Why do you think it would be important to have a process for making important decisions?

6. What decisions (big or small) did you make today?

7. How did you decide to come to **Paso Adelante**?

8. How do you help your children make decisions?

9. How many decisions (big or small) must a person make in one year? (Encourage students to guess and write their answers on the board. 5,000 is a reasonable guess.)

10. What steps does the process for making big decisions include?

TEACHER'S NOTE: You can incorporate in this discussion any of the ideas from "decision making strategies" (see attached) that seem appropriate and useful (i.e., many of our decisions we make out of habit; some we make very impulsively).

Below are some decisions you can use for discussion purposes. Using these examples, you might want to ask the students:

- Is deciding to accept a job a big or small decision?
- Is your decision making strategy usually intuitive or agonizing?
- What decision making strategy would you prefer to use if you're deciding to accept a job?

Examples for discussion:

1. deciding to accept a job
2. picking a movie to see
3. responding when someone asks "How are you?"
4. deciding what to write for a homework assignment
5. deciding to quit a job
6. choosing a program to watch on tv on Thursday night
7. deciding what to say in a prayer
8. accepting a cup of coffee
9. deciding what to do when your car breaks down
10. picking a route to drive to school every day
11. reacting to a yellow light when you get to a corner
12. ordering a meal at McDonald's
13. refusing a cigarette
14. deciding on whether to go to a party
15. deciding to eat at Burger King or Kentucky Fried Chicken

BLOCKS TO DECISION MAKING

Here are some items to read, put on the board, or pass out that might be good discussion points in the decision making process.

1. Fear or making mistakes
2. Fear of being seen as a fool
3. Fear of being critized
4. Fear of being misused
5. Fear of being alone (a person with an idea is automatically a minority of one)
6. Fear of disturbing traditions and making changes

7. Fear of being associated with taboos
8. Fear of losing the security of habit
9. Fear of losing the love of the group
10. Fear of truly being an individual

—Source unknown

II. Learning Activity

A. Discuss each step of decision making.

1. Define the problem.

2. List the alternatives and their advantages and disadvantages.

3. Choose one alternative and make a plan.

4. Evaluate the alternative.

B. Give examples of decision making steps. One example is included. Involve the class in giving other examples. This is an abstract exercise so try to keep it as simple and concrete as possible. Try to focus especially on making career decisions and where they can find more information. Suggestions could include:

1. Talking to workers in various fields

2. Talking to counselors and teachers

3. Using the library as a resource and the librarian as a resource person--particularly for publications, handbooks, surveys.

4. Looking for career information in book stores and stores stocking used books

5. Picking up brochures at various offices (i.e., El Paso Community College's Women's Center, Private Industry Council)

6. Calling the Career Center at El Paso Community College and other local schools to see what services are available

7. Going to Texas Employment Commission to see what jobs are available

8. Reading the classified ads in the newspapers

Ask the students for their suggestions on how to seek employment and how to prepare for employment.

III. Language Experience

A. Prepare for the agency visits by discussing the agencies that will be represented.

B. Compile a master list of what they want to know from each agency, for example:

1. What programs do they have?
2. Dates
3. Times
4. Admission procedures
5. Cost
6. Support services
7. Length of programs
8. Potential employers
9. Placement record

Have the students write the list in their notebooks so they can refer to it during agency visits.

Stress the importance of this opportunity to become aware of the educational and job training options available to them so they can make thoughtful decisions about their future.

IV. Reading in Context

A. Pass out "TDHS Family Support Community Resources" books.

B. Explain composition and organization.

1. Education/training
2. Child Care
3. Health
4. Helping agencies
5. Employment

C. Guide participants through the book so they can understand its usefulness.

D. Most of the participants have been given this resource book at the DHS orientation they attended at El Paso Drive. A few participants were not given the book, so give them one. Collect the remaining books. Ask them to bring the book to class for the agency visits so they can refer to it and make notes.

V. Homework

To be discussed after the agency visits. Answer each questions for each agency:

A. What I liked about ______(name of agency)______.

1. ________________________________.

2. ________________________________.

3. ________________________________.

B. What I didn't like about _____(name of agency)_____.

1. ______________________________.
2. ______________________________.
3. ______________________________.

C. What I learned from _____(name of agency)_____.

1. ______________________________.
2. ______________________________.
3. ______________________________.

D. More questions I have for _____(name of agency)_____.

1. ______________________________.
2. ______________________________.
3. ______________________________.

Give each student ten (10) copies of the Agency Review Sheet and ask them to complete one for each agency after each class session and to bring them to class on Day 8. During the agency presentations on Days 6 and 7, put the agency's name on the board so the student's know each agency's name and help them locate the agency in the TDHS Family Support Community Resources book.

DECISION MAKING STRATEGIES

Impulsive: Takes the first alternative available without looking at other alternatives or collecting information. "Decide now; think later."

Intuitive: Based on feelings and emotions. "It feels right."

Delaying: Postponing thought and action until later. "I'll think about it tomorrow."

Fatalistic: Leaving decisions to the environment or fate. "Whatever will be, will be."

Compliant: Going along with the plans of someone else without making an independent decision. "If it's okay with you, it's okay with me."

Paralytic: Unable to set the process in motion in order to make a decision. "I know I should, but I just can't seem to get started."

Agonizing: Gets lost in gathering information and analyzing alternatives. Never advances to a decision point. "I can't make up my mind."

Habitual: Based on habits without much thought. "I've always done it this way."

Planful: Systematic following of decision making strategies that can be used every day. "Let me take the time to make a thoughtful decision."

STEPS TO DECISION MAKING

1. Define the problem.
2. List the alternatives and their advantages and disadvantages.
3. Choose one alternative and make a plan.
4. Evaluate the alternative.

STEP 1 Define the problem. ______________________________

____

____

____

STEP 2

Choice A ________	Advantages	Disadvantages
Choice B ________		
Choice C ________		
Choice D ________		

STEP 3 Choose one alternative and make a plan.

My choice is ______________________________

PLAN OF ACTION

What do I need to know about this alternative?	How do I find this information?	Date to be completed	Check when completed

STEP 4 Evaluate the alternative.

1. Would this be a good decision? Why or why not?

2. Do you need any more information? Specify.

3. Do you have any hesitations about this alternative? Specify.

4. Check 1:
_____ I'll try it.
_____ I'll consider it.
_____ I won't try it.

5. What will be your next step?

PASOS PARA TOMAR DECISIONES

1. DEFINE EL PROBLEMA.
2. APUNTE LAS ALTERNATIVAS Y SUS VENTAJAS Y DESVENTAJAS.
3. ELIGE UNA ALTERNATIVA Y DETERMINE UN PLAN.
4. EVALUE LA ALTERNATIVA.

PRIMER PASO DEFINE EL PROBLEMA. ______________________________

____

____

____

SEGUNDO PASO

ALTERNATIVA A ______ ______________ ______________ ______________	VENTAJAS	DESVENTAJAS
ALTERNATIVA B ______ ______________ ______________ ______________		
ALTERNATIVA C ______ ______________ ______________ ______________		
ALTERNATIVA D ______ ______________ ______________ ______________		

PASOS PARA TOMAR DECISIONES

TERCER PASO ELIGE UNA ALTERNATIVA Y DETERMINE UN PLAN.

MI ALTERNATIVA ES ______________________________

PLAN DE ACCION

QUE NECESITO SABER ACERCA DE ESTA ALTERNATIVA	COMO AVERIGUO ESTA INFORMACION	FECHA QUE VOY A COMPLETARLA	MARQUE CON UNA PALOMITA (✓) EN CUANTO LO CUMPLE

PASOS PARA TOMAR DECISIONES

CUARTO PASO EVALUE LA ALTERNATIVA.

1. SERA UNA BUENA DECISION? SI O NO Y PORQUE?

2. NECESITA MAS INFORMACION ACERCA DE LA DECISION? SEA ESPECIFICO

3. TIENE ALGUNA DUDA ACERCA DE ESTA ALTERNATIVA? SEA ESPECIFICO

4. MARQUE SOLAMENTE UNO: ______ LO INTENTARE.

______ LO VOY A CONSIDERAR

______ NO LO INTENTARE

5. QUE SERA SU PROXIMO PASO?

STEPS TO DECISION MAKING

1. Define the problem.
2. List the alternatives and their advantages and disadvantages.
3. Choose one alternative and make a plan.
4. Evaluate the alternative.

STEP 1 Define the problem. Should I go to school to get my GED?

STEP 2

	Advantages	Disadvantages
Choice A - Yes, I will go to school to get my GED.	● Can get a better job ● Will make my kids proud ● Self-satisfaction ● Will learn more English	● Will take lots of time ● Won't be able to visit with friends as much ● House won't be as clean
Choice B - No, I won't go to school to get my GED.	● More time for family and friends ● More time for hobbies ● Will be home when my kids come home	● Worried about future ● Limits opportunity to make money ● Get bored at home ● Keeps me dependent on welfare
Choice C		
Choice D		

STEP 3 Choose one alternative and make a plan.

My choice is "A" - Yes, I will go to school to get my GED.

PLAN OF ACTION

What do I need to know about this alternative?	How do I find this information?	Date to be completed	Check when completed
• Where will classes be offered?	• Call the school district and ask how to procede.	Tuesday, 05/08/90	
• What time are the classes?	• Make an appointment with counselor to get this information.	Wednes., 05/09/80	
• How do I apply?			
• What are the dates of the classes?			
• Are there special requirements?			
• Is there a cost?			
• Is it hard?	• Talk to friends, family, neighbors	Tuesday, 05/08/90	
• Will this help me find a job in the future?	• Talk to your teacher, DHS caseworker, family, etc.		

STEP 4 Evaluate the alternative.

1. Would this be a good decision? Why or why not?

   Yes, it would be a good decision because getting a GED will help me find a good job.

2. Do you need any more information? Specify.

   I need to know how long it will take to get my GED. I'll ask the counselor or teacher when I start my classes.

3. Do you have any hesitations about this alternative? Specify.

   Yes, I'm scared that people will make fun of me, and I'll have trouble with the math.

4. Check 1:

   __X__ I'll try it.

   _____ I'll consider it.

   _____ I won't try it.

5. What will be your next step?

   I'm going to call the school district tomorrow and get some more information on how to start.

AGENCY REVIEW SHEET

NAME OF AGENCY ______________________________

1) WHAT I LIKED ABOUT THIS AGENCY

1. ______________________________

2. ______________________________

3. ______________________________

2) WHAT I DIDN'T LIKE ABOUT THIS AGENCY

1. ______________________________

2. ______________________________

3. ______________________________

3) WHAT I LEARNED FROM THIS AGENCY

1. ______________________________

2. ______________________________

3. ______________________________

4) MORE QUESTIONS I HAVE FOR THIS AGENCY

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

CUESTIONARIO SOBRE SERVICIOS DE AGENCIAS

NOMBRE DE AGENCIA ______________________________

1) LO QUE ME GUSTO DE LA AGENCIA

1. ______________________________
2. ______________________________
3. ______________________________

2) LO QUE NO ME GUSTO DE LA AGENCIA

1. ______________________________
2. ______________________________
3. ______________________________

3) INFORMACION QUE ADQUIRI DE LA AGENCIA

1. ______________________________
2. ______________________________
3. ______________________________

4) PREGUNTAS O INFORMACION QUE NECESITO DE LA AGENCIA

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____

OVERVIEW

DAY 6

"AGENCY VISITS"

Anticipated visits from:

1) **Private Industry Council**

2) **El Paso Community College**

   A. Adult Learning Program for Higher Attainment (ALPHA)

   B. Literacy Center

   C. Project Career

   D. Adult Training Center

OVERVIEW

DAY 7

"AGENCY VISITS:

Anticipated visits from:

1) **Local School District**
   - A. General Education Development (GED)
   - B. English as a Second Language (ESL)
   - C. Adult Basic Education (ABE)

2) **Greater El Paso S.E.R.**

3) **El Paso Community College**
   - A. Credit programs
   - B. Non-credit programs

4) **Project Bravo**

OVERVIEW

DAY 8

"GOAL SETTING"

I. Initial Inquiry

Homework review using Agency Review Sheets

II. Learning Activity

A. List ten (10) things the students would like to learn to do or learn to do better.

B. Retrieve goals from Life Line on Day 3.

C. Summarize "Your Goals - Where Are You Going?"

D. Summarize "Guidelines for Goal Setting"

III. Language Experience

A. "My Goal Time Chart"

B. "Goals and Strategies Worksheet"

IV. Reading in Context

Read and discuss "How do I Learn?" questionnaire

V. Homework

"What would you like to be doing if you were going to work today, and why?"

DAY 8

"GOAL SETTING"

I. Initial Inquiry

Homework Review

Using the Agency Review Sheets, discuss the agency visits.

A. What did the participants learn about the agencies?

B. What did the participants learn about themselves?

C. What programs excited the participants the most?

D. Did anything surprise the participants?

E. What suggestions do the participants have for future sessions of **Paso Adelante**?

F. What questions do the participants still have?

G. How can the participants get more information, if needed?

H. Have any of the participants made decisions about their "next steps?"

I. What hesitancies do the participants still have?

J. Are there other programs in El Paso the participants would like to find out about?

II. Learning Activity

A. Have the participants list ten (10) things they would like to learn to do or learn to do better.

B. Have the participants find their list of what they want to do with their "time remaining" (between now and their death) from the Life Line activity on Day 3.

C. These are the participants' goals. Discuss goals and how they can help us know what we want from life and how to go about getting it. Summarize the points given in "Your Goals - Where Are You Going?" (See attachment.)

D. Have the participants summarize in their own words "Guidelines for Goal Setting" (see attachment), specifying that goals should be:

- conceivable
- believable
- achievable
- controllable
- measurable

III. Language Experience

A. Ask the participants to select twelve (12) goals and complete "My Goal Time Chart" (see attachment), using their list of ten (10) things they would like to learn to do or learn to do better and their goals from their Life Line.

B. Ask the participants to select one of their goals and complete the "Goals and Strategies Worksheet" (see attachment). Repeat with other goals, if appropriate.

IV. Reading in Context

"How Do I Learn?" questionnaire (see attachment). Conduct as an oral classroom exercise, reading each question, discussing the options and the participants' choices. Help them realize that they have some control over their learning and study environments. Highlight the different learning styles and preferences we all have and what we can do to capitalize on our own preferences. Try to be as specific as possible with recommendations.

V. Homework

"What would you like to be doing if you were going to work today, and why?"

"YOUR GOALS — WHERE ARE YOU GOING?"

Would you leave town on your vacation without knowing what you were doing or where you were going? Probably not! Yet, how often have you found yourself involved in your life without knowing where you were going? DO YOU KNOW WHAT YOU WANT FROM LIFE AND HOW TO GO ABOUT GETTING IT?

The clarification and setting of life goals is an important segment of life planning and enables you to develop a clear picture of what you want to achieve in your life. Without these goals, your life would have little direction.

The failure to set goals usually results in your viewing your life in three ways. First, is the "I wish I had" attitude. This person reflects back on his or her life, regretting the missed opportunities. "Live for the present--it will fall in place" is the second attitude. This idea is congruent with the value changes during the 1970s which emphasized an enjoyment of life. However, it excludes the importance of planning. The third attitude is "I would like to. . ." This person spends his or her energy dreaming and mentally succeeding at his or her career, yet never implementing any steps to accomplish anything. How often do you find yourself slipping into these traps of inaction?

The setting of personal goals restores your involvement in and power over your life. Goals are based upon your values and relate to all aspects of your life, from daily maintenance to future retirement. Whether it is scheduling shopping days, completing a handicraft project, acquiring further education and training, or paying into a retirement system, personal goals give your life structure and motivate you to action rather than reaction.

In this unit you will have the opportunity to develop your life's action plan by reviewing present dissatisfactions, setting goals, and examining obstacles to their attainment.

SOURCE UNKNOWN

"GUIDELINES FOR GOAL SETTING"

Once a person has decided where she is, who she is, and where she wants to go, she has identified what success means to her. Now she needs to learn how to establish goals to carry her along the road to success. To set effective goals, it is important that one observe the following guidelines. A goal must be:

1. **Conceivable**

   You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly what the first step or two would be.

2. **Believable**

   In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self. Bear in mind that few people can believe a goal that they have never seen achieved by someone else. This has serious implications for goal setting in culturally deprived areas.

3. **Achievable**

   The goals you set must be accomplishable with your given strengths and abilities. For example, if you were a rather obese 45-year-old, it would be foolish for you to set the goal of running the four-minute mile in the next six months--that simply would not be achievable.

4. **Controllable**

   If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved; or the goal may be stated as an invitation. For example, if your goal were to go with your boyfriend to a movie on Saturday night, the goal would not be acceptable as stated because it involves the possibility that your boyfriend may not want to go. However, if you said your goal was merely to ask your boyfriend if he wanted to go to the movie, it would be acceptable.

5. **Measurable**

   Your goal must be stated so that it is measurable in time and quantity. For example, suppose your goal was to work on your term paper this week. You would specify your goal by saying, "I am going to write twenty pages by 3:00 p.m. next Monday." That way, the goal can be measured; and when Monday comes, you know whether or not you have achieved it.

SOURCE UNKNOWN

MY GOAL TIME CHART

Having set some goals and finally mapped out where you are going, your last step is deciding when you are going to implement your goals. Some individuals never set goals. Others set them and sit on them, doing nothing. Now is the time for you to act on your goals.

1. On the following chart, write down each of your goals in the left hand column.

2. To the right of each goal, place a check ( ) in the appropriate column that reflects when you intend to implement that goal.

GOAL	0-3 mos.	3-6 mos.	6-12 mos.	1-2 yrs.	2-4 yrs.	+5 yrs.
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

GOALS AND STRATEGIES WORKSHEET

Write down the decision you've chosen to carry out. State four steps or strategies you would take to accomplish this goal. In the right hand column, set the time line. How soon would you like to accomplish this change and its related strategies?

Decision or goal ________________________________

Is this goal realistic? __________ Yes __________ No

Steps I must take	Date to be accomplished
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________

Decision or goal ________________________________

Is this goal realistic? __________ Yes __________ No

Steps I must take	Date to be accomplished
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________

Decision or goal ________________________________

Is this goal realistic? __________ Yes __________ No

Steps I must take	Date to be accomplished
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________

HOW DO I LEARN?

Circle the numbers of the items you think are most like you. If you think more than one item is like you, circle more numbers.

A. I can learn best in the:

1. morning
2. middle of the day
3. afternoon
4. evening

B. I can learn something easily by:

1. reading it
2. hearing it
3. seeing it in pictures
4. writing it in my own words
5. explaining it to someone
6. drawing a diagram or picture of it
7. talking about it with somebody else
8. teaching somebody else

C. I dislike having to learn:

1. in big group meetings
2. in little group meetings
3. in game situations
4. with a partner who chose me
5. with a partner the teacher chose for me
6. with a partner I don't know
7. by myself
8. in team situations

D. While learning, the things that bother me the most are:

1. being in a quiet place
2. being in a noisy place
3. having a radio or television on
4. being interrupted
5. stopping before I'm through
6. having to wait for others to finish.

E. I seem to do homework best with:

1. an hour or more to think
2. short work sessions
3. having a work routine

F. For learning by reading, I like to:

1. ask questions before reading
2. skim before reading
3. ask questions after reading

My most difficult subject is ________________________________

My easiest subject is ________________________________

SOURCE UNKNOWN

COMO APRENDO?

Marque los numeros que mejor le describan. Puede marcar mas de uno.

A. Yo aprendo mejor en la:

1. manana
2. a mediodia
3. en la tarde
4. en la noche

B. Yo aprendo algo facilmente cuando:

1. lo leo
2. lo oiga
3. lo veo en dibujos
4. lo escribo en mis propias palabras
5. se lo explico a alguien mas
6. lo dibujo
7. hablo acerca de ello con alguien mas
8. se lo enseno a alguien

C. Me disgusta aprender cosas:

1. en grupos grandes
2. en grupos pequenos
3. en forma de juego
4. con una companera quien me elijio
5. con una companera elejido por la maestra
6. con una companera a quien no conosco
7. sola
8. en equipos

D. Las cosas que me molestan mientras estudio son:

1. estar en un lugar callado
2. estar en un lugar ruidoso
3. tener la radio o la television prendidos
4. que me interrumpan
5. ser interrumpida antes de terminar
6. tener que esperar que otros terminen

E. Yo hago mi tarea mejor:

1. cuando tengo una hora o mas para pensar
2. en plazos cortos
3. teniendo una rutina fija

F. Cuando leo algo para aprenderlo, me gusta:

1. preguntar cosas antes de leerlo
2. hojearlo antes de leerlo
3. hacer preguntas despues de leerlo

Mi materia mas dificil es ______________________________

Mi materia mas facil es ______________________________

OVERVIEW

DAY 9

"CAREER EXPLORATION"

I. **Initial Inquiry**

   A. Discuss homework

   B. Discuss "Why People Work"

II. **Learning Activity**

   Mini Career Search

III. **Language Experience**

   A. What do employers expect from employees?

   B. What makes a good employee?

   C. What are good work habits?

   D. What are poor work habits?

   E. How can you keep a job?

   F. How can you lose a job?

IV. **Reading in Context**

   Choose from "Selected Readings"

V. **Homework**

   A. As a child, what careers did you daydream about?

   B. As an adult, what careers do you daydream about?

DAY 9

CAREER EXPLORATION

I. Initial Inquiry

A. Discuss homework

B. Discuss "Why People Want to Work." Let the students suggest the reasons as you write their suggestions on the board. Guide the discussion to include the reasons listed on the attached sheet.

C. Have students copy the list in their notebooks.

II. Learning Activity

A. Using "Mini Career Search" as a handout, discuss each of the 20 questions, making sure the vocabulary and meaning are understood by the students. Have the students circle the statements that apply to them.

B. Discuss how unique everyone in the class is and how our unique personalities allow each of us to find satisfaction in different activities and work environments.

1. The world of work can be divided into four categories:

- People
- Paper
- Mind
- Things

2. Ask the students to look back over their Mini Career Search and identify activities that might be considered "people oriented," "paper oriented," etc.

C. Pass out the "Four Worlds" worksheet. Ask the students to tally their responses from the Mini Career Search handout and discuss their choices, emphasizing that knowing what we don't like to do is just as important ask knowing what we do like to do.

D. Ask the class to suggest some careers for people who like to work with:

1. People: waitress, teacher, social worker, flight attendant, cosmetologist, sales clerk

2. Paper: billing clerk, bookkeeper, drafter, architect, typist

3. Minds: researcher, author, lawyer, proofreader, editor

4. Things: floral designer, mechanic, baker, locksmith, furniture upholsterer

During the discussion, point out that most careers involve having skills in several areas. For example, a grocery checker has to work with both people and things (cash register and food items).

E. Ask the students to complete the worksheet and discuss what they've learned about themselves.

III. Language Experience

Discuss and write on the board the students' ideas on the following questions:

A. What do employers expect from employees?
B. What makes a good employee?
C. What are good work habits?
D. What are poor work habits?
E. How can you keep a job?
F. How can you lose a job?

Following are some suggestions to include in the discussion:

- Being on time
- Taking responsibility
- Being dependable
- Telling the truth
- Being polite and courteous
- Maintain grooming/hygiene
- Expressing positivism/enthusiasm/friendliness
- Greeting others/initiating conversations/giving information
- Introducing oneself to others
- Asking for help/assistance/feedback/questions
- Giving a compliment (positive feedback)
- Giving negative feedback in a diplomatic way (making a complaint)
- Apologizing for/excusing oneself
- Giving directions
- Joining others in groups/activities
- Listening/responding when others speak
- Following instructions
- Handling negative feedback
- Recognizing the feeling of others
- Responding to peer pressure in a positive way
- Problem solving (dealing with an angry/difficult person)
- Taking the initiative when you see something needs to be done and it's in your power to do so
- Offering to help co-workers when they need assistance
- Observing work rules
- Refraining from participating in gossip

IV. Reading in Context

Choose from "Selected Readings"

V. Homework

A. As a child, what careers did you daydream about?

B. As an adult, what careers do you daydream about?

WHY PEOPLE WANT TO WORK

This learning guide provides and traces the meaning, the value, and the implications of work on the individual and society. Work has become a "mainstay" of American life. For the most part, work in American society has taken on a larger meaning and has become a means of identification.

Why do people work? For a number of reasons. Some of the reasons are:

- self-concept
- support (individual or family)
- self-identification
- habit
- achievement
- creativity
- material things
- prestige
- recognition
- economic security
- status
- tradition
- altruism
- intellectual activities
- emotional need
- physical need
- skill development
- interest
- personal development
- social development

From a social point of view, people work for the following reasons:

- development of friendships/associations
- to structure time (have a regular schedule)
- source of self-concept from a social perspective
- leisure time activities (company picnics and company activities)
- contribution to society

SOURCE UNKNOWN

PORQUE QUIERE UNO TRABAJAR

Esta guía de aprendizaje forma la idea del valor, lo que significa y las implicaciones del trabajo en la sociedad. El trabajo ha llegado a ser el sosten principal de la vida en Estados Unidos, y tambien una manera de identificarse.

Porque trabaja la gente? Por varias razones, las cuales aquí anotamos:

- concepto de sí mismo
- sosten (individual o de la familia)
- para identificarse
- habito
- para alcanzar el exito
- creatividad
- cosas materiales
- prestigio
- reconocimiento
- seguridad económica
- posición social
- tradicion
- altruismo
- actividades intelectuales
- necesidades emocionales
- necesidades físicas
- desarrollar aptitudes
- interés
- desarrollo personal
- desarrollo social

Desde un punto de vista social, la gente trabaja para las siguientes razones:

- hacer nuevas amistades/asociarse con distintas personas
- establecer un itinerario
- desde un punto de vista social
- actividades sociales (fiestas, dias de campo de la compania)
- contribuir a la sociedad

A MINI CAREER SEARCH—20 QUESTIONS

Making a GOOD and THOUGHTFUL career decision is a complex process that takes TIME. Here are some samples of activities that people use to help them along the way. Think about some activities that you enjoy, that you like so well that you forget time is going by. Circle the numbers of the statements below that apply to you.

I enjoy myself and lose track of time when I'm:

1. Having a friendly conversation with someone
2. Organizing my papers, files, and notebooks
3. Thinking up new ideas
4. Fixing something
5. Talking someone into doing a project
6. Keeping assignments up to date
7. Doing a puzzle
8. Tinkering with some gadget
9. Helping someone
10. Taking responsibility for every detail of an assignment
11. Reading to explore new things
12. Being physically active
13. Sharing my feelings
14. Completing a job as carefully as possible
15. Creating something different
16. Using my hands in some project
17. Getting people organized
18. Keeping track of my accounts
19. Discussing or reading some complicated idea
20. Doing physically daring things

People can live and enjoy four different "Worlds:" the World of "People" or "Paper" or "Mind" or "Things." Although they may enjoy a little of each of these areas, people usually have one or two that are favorites.

SOURCE UNKNOWN

UNA AVERIGUACIÓN CORTA DE CARRERA—20 PREGUNTAS

La decision de escoger una carrera es un proceso complejo y requiere tiempo. Piense en algunas actividades que le complazcan, que le gusten tanto que se le olvida el tiempo. Indique con un circulo los numeros que le corresponden a ud.

Me entretengo y pierdo noción del tiempo cuando estoy:

1. Platicando muy agusto con alguien
2. Organizando mis papeles, archivas, etc.
3. Pensando en ideas nuevas
4. Arreglando algo
5. Convenciendo a alguien que haga un proyecto
6. Llevando mis que haceres al corriente
7. Haciendo un rompe cabezas
8. Remedando un aparato
9. Ayudando a alguien
10. Aceptando la responsabilidad de cada detalle de una asignación
11. Leer para descubrir nuevas cosas
12. Estar físicamente activa
13. Compartiendo mis sentimientos
14. Terminando un trabajo
15. Creando algo diferente
16. Utilizando las manos en algún proyecto
17. Organizando a la gente
18. Llevando al corriente mis cuentas
19. Discutiendo o leyendo una idea complicada
20. Haciendo cosas físicas atrevidas

La gente puede vivir en y disfrutar de cuatro distintos "Mundos:" el Mundo de "Gente," de "Papeles," de "La Mente", y de "Cosas Materiales." Aún cuando disfruten un poco de todas estas areas, generalmente la gente tiene una o dos que son sus favoritas.

FOUR WORLDS WORKSHEET

to find out which "world" you live in, circle on the following table the same numbers you circled on the Mini Career Search. Then count the circles in each column to learn which is your world.

						TOTALS
People	1	5	9	13	17	____
Paper	2	6	10	14	18	____
Mind	3	7	11	15	19	____
Things	4	8	12	16	20	____

What is your first choice? ______________________________

What is your second choice? ______________________________

What is your third choice? ______________________________

What is your fourth choice? ______________________________

What does this tell you about yourself? ______________________________

____

____

____

What careers might you consider based on your first and second choices?

____

____

____

____

____

HOJA DE TRABAJO
PARA CUATRO MUNDOS

PARA AVERIGUAR EN CUAL MUNDO USTED VIVE, CIRCULE EN LA SIGUIENTE TABLA LOS MISMOS NUMEROS QUE CIRCULO EN LA BUSQUEDA DE CARRERAS. LUEGO CUENTE LOS CIRCULOS EN CADA COLUMNA PARA APRENDER CUAL ES SU MUNDO.

						TOTALES
GENTE	1	5	9	13	17	______
PAPEL	2	6	10	14	18	______
MENTE	3	7	11	15	19	______
COSAS	4	8	12	16	20	______

CUAL ES SU PRIMERA SELECCION? ______________________

CUAL ES SU SEGUNDA SELECCION? ______________________

CUAL ES SU TERCERA SELECCION? ______________________

CUAL ES SU CUARTA SELECCION? ______________________

QUE LE INDICA ESTO ACERCA DE SU PERSONA?

CUALES CARRERAS PUEDE USTED CONSIDERAR BASADAS EN SU PRIMERA Y SEGUNDA SELECCION?

OVERVIEW

DAY 10

"IDEAL WORKING DAY"

I. Initial Inquiry

A. Homework review

B. Class discussion:

1. What pictures do you see of your future career?
2. What features stand out in your ideal working day?
3. How do you visualize yourself reaching your goals?

II. Learning Activity

Write and discuss "My Ideal Working Day."

III. Language Experience

A. Individual education plans

B. Time management handout: Must Do   Should Do   Could Do

IV. Reading in Context

Action guidelines for time planning and budgeting

V. Homework

Make a weekly schedule.

DAY 10

"IDEAL WORKING DAY"

I. Initial Inquiry

A. Homework review

B. Class discussion

1. What pictures do you see of your future career?
2. What features stand out in your ideal workday?
3. How do you visualize yourself reaching your goals?

II. Learning Activity

A. Guided fantasies or daydreams help people become aware of what they already "know" they would like to do. Help the participants become aware of their ideas of a perfect workday and what is important to them. Ask them to take a few minutes and imagine an ideal workday several years from now. Picture getting up in the morning, describing their feelings facing the day, choosing what clothes to wear, greeting family, imagining the transportation one uses, leaving the house and how the neighborhood looks, the road to work, the building or workplace, the people, the tasks, breaks (including lunch), and the workday's end. The point is to tap into these feelings.

B. Ask the participants to write about this ideal day.

C. Discuss what they've written and these activities.

1. How does your ideal day compare with your actual day?
2. What obstacles keep you from achieving your ideal day?
3. What skills do you need to develop to achieve your ideal day?

D. Discuss the importance of "daydreams" and how they help us focus on what we want. They can help us "switch channels" in our thinking when we are caught in a cycle of angry or anxious thoughts or we are having trouble sleeping. They can also entertain us when we're bored. Daydreams can be generated anywhere, cost nothing, do not need to be tried by reality, and have the general overall effect of calming us. They are a great source of entertainment and stress reduction.

III. Language Experience

A. Discuss how each participant plans to make her dreams come true.

B. Assist participants with completing their individual education plans.

C. Discuss each participant's individual education plan, making sure that you and the class members encourage and congratulate each individual for making a decision about her "next step" and future goals.

D. Discuss how the decision to enter job training or an education program is going to change the participants' lives and how they might find themselves very busy with many demands being made on them.

E. Introduce the concept of "time management" and the technique of making a list of things to do. Ask the participants to make a list of the things they want to get done by the next class session.

F. Instruct the participants on how to "prioritize" their list, using the must do, should do, and could do handout as a guide.

IV. Reading in Context

Read and discuss action guidelines for time planning and budgeting.

V. Homework

Instruct participants on how to complete a weekly schedule. Then assign them to complete their own schedule to bring with them to the next class session.

- Additional activity: The Pie of Life

MY DAILY ACTIVITY GUIDE

A. I MUST DO!!!!!

1.____

2.____

3.____

4.____

5.____

6.____

B. THINGS I SHOULD DO!!!!!!

1.____

2.____

3.____

4.____

5.____

6.____

C. THINGS I COULD DO!!!!!!

1.____

2.____

3.____

4.____

5.____

6.____

LISTA DE COSAS PARA HACER

A. TENGO QUE HACER!!!!!!

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

B. DEBERIA HACER!!!!!!

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

C. PODRIA HACER!!!!!!

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

ACTION GUIDELINES
FOR TIME PLANNING AND BUDGETING

1. Have a self time. Set up and keep a time each day or week when you can think about your plans and evaluate what you did the past week.

2. Write down what you must do on a daily schedule or calendar.

3. Be organized.

4. Complete your most important task before doing the next one, and pay full attention to the one you are doing.

5. Be realistic about your plans.

5. Make time in your plans for recreation.

6. Be a good listener.

7. Be considerate of other people's time.

GUIAS PARA MANEJAR SU TIEMPO Y SU DINERO

1. Dediquese un tiempo para usted misma. Elija cierta hora de cada dia o de cada semana cuando pueda dedicar tiempo para pensar de sus planes y evaluar lo que haya llevado a cabo.
2. Escriban en un cuaderno lo que quieran llevar a cabo cada dia.
3. Traten de ser organizados.
4. Cumplan con su deber mas importante antes de empezar el siguiente y pongan atención a lo que estan haciendo.
5. Elijan lo que ustedes piensan que pueden llevar a cabo.
6. Aprendan a eschuchar.
7. Sean considerados del tiempo de otros.

WEEKLY SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00 am							
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 pm							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							
10:00 pm							
11:00 pm							
12:00 am							
1:00 am							
2:00 am							
3:00 am							
4:00 am							
5:00 am							

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7 AM							
8							
9							
10							
11							
12							
1 PM							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
1 AM							
2							
3							
4							
5							
6							

THE PIE OF LIFE

(Simon, Howe, Kirschenbaum; 1972)

In its simplest form, this activity asks us to inventory our lives to see how we actually **do** spend our time, our money, etc. This information is needed if we hope to move from what we are getting to what we want to get out of life. The Pie of Life can also be used to raise some thought-provoking questions about how we live our lives.

The teacher draws a large circle on the board and says, "This circle represents a segment of your life. We will do several such pies. First, we will look at how you use your time during a typical day. Divide your circle into four quarters using dotted lines. Each slice represents six hours. Now, estimate how many hours or parts of an hour you spend on each of the following areas during a typical day. Naturally, your answers will differ from one another. How many hours do you spend:

1) On SLEEP?

2) On SCHOOL?

3) At WORK at a job that earns you money?

4) With FRIENDS--socializing, playing sports, etc.?

5) On HOMEWORK?

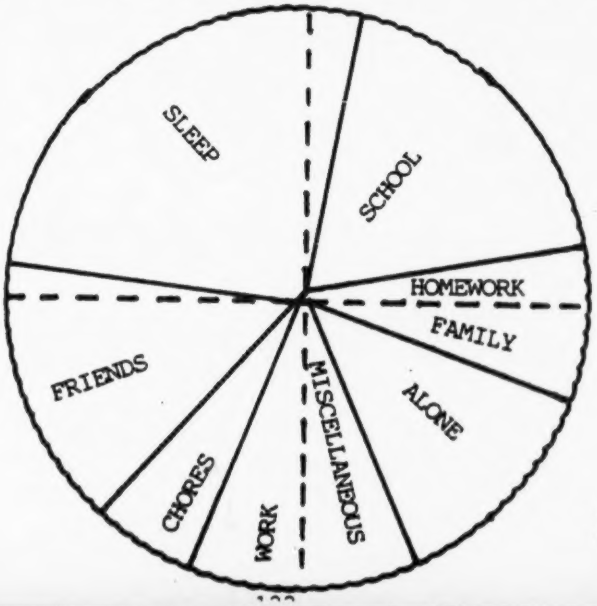
6) ALONE--playing, reading, watching TV?

7) On CHORES around the house?

8) With FAMILY, including meal times?

9) On MISCELLANEOUS other pastimes?

"Your estimates will not be exact, but they should add up to 24, the number of hours in a day. Draw slices in your pie to represent proportionately the part of the day you spend on each category. Your pie may look something like this:



1) Are you satisfied with the relative sizes of your slices?

2) Ideally, how big would you want each slice to be? Draw your ideal pie.

3) Realistically, is there anything you can do to begin to change the size of some of your slices?

If time permits, the students may take any one segment (SCHOOL, for example) and make another pie to break down the time spent in that category. For example, the whole SCHOOL pie represents five or six hours, each dotted segment an hour and a quarter or an hour and a half. The students plot a typical school day, putting in the time for each subject, for athletics, lunch, socializing, etc.

TO THE TEACHER

Stress the fact that there is no right way to divide up a pie. Each of us lives a different life. There is no implication that it is necessary to change the time devoted to any specific category. The focus is on taking inventory of our lives and looking at our lives more closely. Any decisions to change are up to the individual.

There are many things that can be looked at in terms of slices of the Pie of Life. For example: a pie on where the money goes each week, a pie on the kinds of clothes hanging in your closet, a pie on the music you listen to, or on the books and magazines and newspapers you read, or on the people who visit your home, etc.

In addition to being a factual inventory of our lives, the Pie of Life can ask for a subjective inventory. For example, you can plot the proportions of the day that you feel HIGH, NEUTRAL, or LOW. Or, a WORK pie can be drawn to show the portions that are CREATIVE, INTERESTING, DULL (but important), and BUSY-WORK (dull and relatively unimportant).

OVERVIEW

DAY 11

"STRESS MANAGEMENT"

I. **Initial Inquiry**

- A. Homework review
- B. Class discussion:
  - 1. What is stress?
  - 2. What causes stress?
  - 3. How does stress affect you?
  - 4. What harmful habits do some people develop to fight stress?

II. **Learning Activity**

Stress test (Miller and Smith)

III. **Language Experience**

- A. Discuss ways to reduce stress
- B. Personal stress management program

IV. **Reading in Context**

- A. Nutrition pamphlet
- B. Norman V. Peale article

V. **Closing Activity**

What we learned in Paso Adelante

DAY 11

"STRESS MANAGEMENT"

I. Initial Inquiry

A. Homework review

B. Using "About Stress Management" as a resource (A Scriptographic booklet by Channing L. Bete Company, Inc.), lead the class in a discussion on stress, writing key vocabulary words on the board.

1. What is stress?
2. What causes stress?
3. How does stress affect you personally?
4. Where do the stresses of your life come from most? Family? Money? School?
5. What harmful habits do some people develop to fight stress?
6. Do these habits help?
7. Is stress always bad?
8. What happy events might cause stress?

II. Learning Activity

Pass out the "Stress Test" and use as a classroom exercise, reading the instructions and each sentence to make sure that the vocabulary and meaning are understood. Help the participants score their tests and discuss their results.

III. Language Experience

A. Ask the participants to help you make a list of things we can do to manage stress. Write their suggestions on the board and ask them to copy it, making sure the list includes:

- learn to relax (deep breathing, daydreaming, yoga, massage, prayer, meditation)
- hobbies - doing something you enjoy
- exercise
- set realistic goals
- get enough sleep
- manage time wisely
- work out anger
- talk out your problems
- learn to accept yourself
- take a break
- eat right (eat more fruit, vegetables and whole grains, and less fat, sugar, salt and prepared foods)

B. Ask the participants to develop their own "Personal Stress Management Program," either orally or in writing. Encourage them to be specific.

C. Ask the participants to include their stress management program in their weekly schedule which they brought in earlier ("Homework review").

D. Highlight how stress management will help them:

- feel better physically
- become ill less frequently
- feel better emotionally
- have more energy
- be more alert
- feel "in control" of life

IV. Reading in Context

A. Select a pamphlet on nutrition available through your local TDHS office.

B. Article by Norman Vincent Peale

V. Closing Activity (Teacher Preference)

A. Discuss what each participant learned in Paso Adelante.

B. Ask each participant to pass around her notebook and have everyone write a short note to her.

C. Ask the class to address each participant and say what they like about her and what they will never forget about her, and/or what her greatest strength is.

HOW VULNERABLE ARE YOU TO STRESS?

Stress can be harmful to both your emotional and physical health. Below is a test to rate your vulnerability to stress. It was developed by Boston University's Lyle H. Miller and Alma Dell Smith. Score each item from 1 (almost always) to 5 (never), according to how much of the time each statement applies to you.

STRESS TEST

_____ 1. I eat at least one hot, balanced meal a day.
_____ 2. I get seven to eight hours of sleep at least four nights a week.
_____ 3. I give and receive affection regularly.
_____ 4. I have at least one relative within 50 miles I can rely on.
_____ 5. I exercise to the point of perspiration at least twice a week.
_____ 6. I smoke less than half a pack of cigarettes a day.
_____ 7. I take fewer than five alcoholic drinks a week.
_____ 8. I am the appropriate weight for my height.
_____ 9. I have an income adequate to meet basic expenses.
_____ 10. I get strength from my religious beliefs.
_____ 11. I regularly attend club or social activities.
_____ 12. I have a network of friends and acquaintances.
_____ 13. I have one or more friends to confide in about personal matters.
_____ 14. I am in good health (including eyesight, hearing, teeth).
_____ 15. I am able to speak openly about my feelings when angry or worried.
_____ 16. I have regular conversations with the people I live with about domestic problems (e.g., chores, money, daily living issues).
_____ 17. I do something for fun at least once a week.
_____ 18. I am able to organize my time effectively.
_____ 19. I drink fewer than three cups of coffee (or tea or cola drinks) a day.
_____ 20. I take quiet time for myself during the day.
_____ **TOTAL**

To calculate your score, add up the figures and subtract 20. Any number over 30 indicates a vulnerability to stress. You are seriously vulnerable if your score is between 50 and 75, and extremely vulnerable if it is over 75. If you've scored more than 30, try incorporating the above items into your lifestyle to keep stress from becoming your "Achilles heel."

Your Health and Fitness, February/March 1985, Volume 7, No. 1

¿QUE VULNERABLE ES USTED AL "STRESS"?

El stress puede ser nocivo para salud física y emocionál. Lo siguiente hay una prueba para evaluar que vulnerable es al stress. Fue desarrollado por Lyle H. Miller y Alma Dell Smith de la Universidad de Boston. Marque cada idea en una escala de 1 a 5 (1 indicando casi siempre y 5 indicando nunca), dependiendo segun lo que le aplique a usted.

PRUEBA DE STRESS

_____ 1. Como por lo menos, cada día, una comida bien balanceada.

_____ 2. Duermo, por lo menos, siete a ocho horas cuatro noches por semana.

_____ 3. Doy y recibo cariño con frecuencia.

_____ 4. Tengo al alcance un pariente de quien puedo depender.

_____ 5. Hago ejercicio hasta el punto de agotarme, por lo menos dos veces por semana.

_____ 6. Fumo menos de medio paquete de cigarros al día.

_____ 7. Tomo menos de cinco bebidas alcoholicas a la semana.

_____ 8. Peso lo apropiado para mi estatura.

_____ 9. Gano lo adecuado para gastos basicos.

_____ 10. La creencia en mi religion me da fuerza.

_____ 11. Asisto a actividades sociales regularmente.

_____ 12. Tengo bastantes amigos y conocidos.

_____ 13. Tengo amigos en quien confiar sobre mis problemas personales.

_____ 14. Gozo de buena salud (inclusive la vista, el oir, los dientes).

_____ 15. Puedo hablar abiertamente de mis sentimientos cuando enojada o preocupada.

_____ 16. Tengo conversaciónes regularmente con personas con quien vivo, sobre problemas domesticas (dinero, eventos diarios de la vida).

_____ 17. Me divierto por lo menos una vez por semana.

_____ 18. Puedo organizar mi tiempo eficazmente.

_____ 19. Tomo menos de tres tazas de cafe (o té o sodas) al día.

_____ 20. Tomo tiempo a solas, para mi misma, durante el día.

_____ **TOTAL**

Para calcular su puntuación, va añadir sus puntos y restarle veinte. Cualquier numero sobre 30 indica que usted es vulnerable al stress. Usted es mas vulnerable si su puntuación cae entre 50 y 75, y extremadamente vulnerable si rebasa de 75. Si saco mas de 30, trate de incorporar las sugerencias mencionadas arriba en su vida para mantener ausente el stress de su vida.

Your Health and Fitness, February/March 1985, Volume 7, No. 1

"LEARN TO RELAX, CONTROL TENSION"

BY

NORMAN V. PEALE, SYNDICATED COLUMNIST

Many people suffer from nervous tension, uptightness and stress, and that is most unfortunate for it impedes successful living and saps vitality. Chronic tension is a major factor in heart trouble and other serious ailments. But a person can escape the ravages of tension. Even in our hectic day and age there are ways to live relaxed.

Like so many others, I too have had trouble with tension.

One night I could not get to sleep. I had listened to the late news just before going to bed and some things I had heard kept bothering me.

Finally I got up and wandered into the living room. I sank exhausted in an easy chair. On a table I noticed a pamphlet put out by some insurance company. Mechanically I picked it up and started leafing through it. I came to a drawing that caught my attention.

It showed a big finger pointing to the word YOU. The YOU was repeated several times, growing bigger and bigger in size, spreading across the page. And the caption said: "YOU are nervous! YOU are tense! YOU cannot sleep!"

"How in the world did you know!" I thought.

I read on. "Here are some important secrets for handling tension. Follow these techniques and you can get relief...

"First relax your body. Sit completely inert. Yield your body so completely that if the chair were pulled out from under you, you would drop inertly to the floor. Now stretch your feet out as far as possible and the toes even farther for tension often lurks in the extremities...

"Lift your hand and let it fall upon your knee like a wet leaf on a log." Ever see anything more relaxed than a wet leaf on a log? "Rest the back of your neck against the back of the chair and let your head roll gently from side to side, to ease the tension that accumulates in the neck muscles.... And now, with your head still, raise your eyes, look upward, then pretend that there are little weights on your eyelids and let them pull your eyes slowly shut...'

I followed these directions and felt a relaxing effect.

I read on. "And now that you have your body relaxed, now relax your mind. You can do that by utilizing imagination. Take off in imagination.... far away. Go away somewhere, to some tranquil place. Enjoy its beauty and peace."

How marvelous imagination can be! In a flash I found myself mentally in the North Woods. I was sitting with my back against a tree. In front of me was an unruffled lake. The air was full of the aroma of fir, pine and hemlock. I felt refreshed in mind. A healing calm pervaded my entire being.

This perceptive pamphlet writer then rounded out his formula for releasing tension with a final step - for relaxation of the soul. It consisted in saying over to oneself some great peace-giving words, perhaps from the Bible or inspirational writing. Repeating such words, I felt tension lessen. I went back to bed and slept soundly until morning.

Relaxed living is a learnable skill and it surely pays off.

OVERVIEW

DAY 12

"GRADUATION CEREMONY"

This activity should be planned by the participants. Hopefully, family members and friends will be in attendance as each participant is presented with a certificate of completion and congratulated. Identification of each participant's "next step forward" and future goals will also be announced.

Publishers of High-Interest, Low-Level Books for Adults and Adolescents

Send postcards requesting the adult basic education or new readers catalog.

Bay Area Writing Project
University of California
Tolman Hall
Berkely, CA 94720

Bookwise Marketing, Inc.
235 Willamette Avenue
Kensington, CA 94708

Cambridge Publishers
888 Seventh Avenue
New York, NY 10106

Frank E. Richards Publishing
P.O. Box 66
Phoenix, AZ 13135

Globe Book Company, Inc.
50 West 23rd Street
New York, NY 10010

Jamestown Publishers
P.O. Box 6743
Providence, RI 02940

Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

Learnco, Inc.
128 High Street
Greenland, NH 03840

Literacy Volunteers of America
404 Oak Street
Syracuse, NY 13203

David S. Lake Publishers
Fearson Education Division
19 Davis Drive
Belmont, CA 94002

Educators Publishing Service
75 Moulton Street
Cambridge, MA 02238

Follett Publishing Co.
1010 Washington Boulevard
Chicago, IL 60607

McGraw-Hill Book Company
Adult Education Services S1
Hightstown/Princeton Road
Hightstown, NJ 08520

Midwest Publications
P.O. Box 448
Pacific Grove, CA 993950

New Readers Press
Laubach Literacy
Box 131
Syracuse, NY 13210

Scott, Foresman Publishers
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768

Suggested Readings - English

Readings should be selected based on the needs, interest and abilities of the learners. The materials listed here should be used as possible suggestions only. Many other suitable reading materials are available for adult learners in varied forms - books, poems, short stories, pamphlets, periodicals, newspaper clippings, comics, etc.

1. Baby, Come Out! by Fran Manushking. Harper and Row, Publishers, 1972. New York.
2. Changes by Frank C. Laubach, Elizabeth Mooney Kir, and Robert S. Laubach. Skill Book 3, New Readers Press, 1982. Syracuse, New York.
3. Don't You Turn Back poems by Langston Hughes. Alfired A. Knopf, 1951. New York.
4. From Pictures to Passages. Stories for Adults by Jane L. Evanson, Cynthis S. Talbert and Ray Traynor. Contemporary Books, Inc., 1981. Chicago.
5. Hey Al by Arthur Yorkinks and Richard Egielski. Collins Publishers, 1986. Toronto.
6. Mexican-American Folklore. Legends, Songs, Festivals, Proverbs, Crafts by John D. West. Tales of Saints, of Revolutionaries and more. August House Publishers, 1988. Little Rock.
7. People and Places by Frank C. Laubach, Elizabeth Mooney Kirk, Robert S. Laubach and Caroline Blakely. Lauabach Way to Reading Skill Book 4. New Readers Press, 1984. Syracuse, New York.
8. Short Stories of Famous Women. Noble and Noble, 1949. New York.
9. Stories from Latin America. An ESL/EFL Reader by Larry T. Myers Prentice Hall, Inc., 1987. Englewood Cliffs, New Jersey.
10. Where the Sidewalk Ends by Shel Silverstein. Harper and Row, Publishers, 1974. New York.

Suggested Readings - Spanish

1. Cancioncitas, Versitos y Juegos Meniques Para Chiquitines
   Emma H. Jimenez and Conchita M. Puncel
   Bowmar Publishing Co.

2. El Mundo De Los Ninos, Poesias Y Canciones
   Salvat Editores, S.A.

3. El Patito Feo (The Ugly Duckling)
   Marie Opperman
   Promexa 1982

4. Espanol, (Tercer Ano) Lecturas
   Secretaria de Education Publica
   Mexico, D.F.

5. Espanol, (Quinto Ano) Lecturas
   Secretaria de Educacion Publica
   Mexico, D.F.

Appendix A

Orientation Invitations

Client Self Support Services El Paso Dr.
P.O. Box 10276 El Paso, Texas 79994 (915) 775-4454

February 23, 1990

Dear :

The Department of Human Services is proud to announce the addition of a new service now available to our customers: PASO ADELANTE (STEP FORWARD). Our Paso Adelante is designed to give you an opportunity to begin a new life. Have you ever asked yourself

- Who am I?
- Where am I?
- Where do I want to be in 5 years?
- How am I going to get there?

If these questions are important to you, then Paso Adelante is for you.

Most people have financial difficulties because of a lack of a plan. Let us help you plan your future, build your security and fulfill your dreams with our new step-by-step program. Here is your opportunity to:

- * learn about yourself and what is important to you
- * learn the steps of decision making
- * discover the many educational and job training opportunities available to you here in El Paso
- * plan your "next step"

We are very proud of this new service and have selected you to be one of our first customers. You are cordially invited to attend Paso Adelante orientation:

Date: March 5, 1990
Time: 8:30 - 10:30 or 1:00 - 3:00
Location: Tx. Dept. of Human Services
2130 Mills (Downtown Office)

Please make arrangements for someone to care for your children. We look forward to seeing you.

Sincerely,

Barbara Baird
Educational Broker

Appendix A

Orientation Invitations

Client Self Support Services El Paso Dr.
P.O. Box 10276 El Paso, Texas 79994 (915) 775-4454

23 de febrero 1990

Estimada:

El Departamento de Servicios Humanos esta orgulloso de anunciar un nuevo servicio a nuestros clientes: Paso Adelante. Nuestro Paso Adelante esta disenado para darle a Ud. una nueva oportunidad para comenzar una vida nueva. Nunca se ha preguntado:

- ¿Quien soy yo?
- ¿Donde estoy yo?
- ¿Donde quiero llegar a estar dentro de 5 anos?
- ¿Como voy a llegar alli?

Si estas preguntas le son importantes, entonces nuestro Paso Adelante esta hecho para Ud.

La mayoria de la gente tiene dificultades por falta de un plan. Deje que la ayudemos a planear su futuro, a construir su seguridad y a realizar sus suenos con nuestro nuevo programa, paso por paso.

Aqui esta su oportunidad para:

- Aprender a concerse a si misma y lo que es importante para Ud.
- Aprender los pasos para poder hacer decisiones
- Descubrir que existen muchas oportunidades aqui en El Paso para estudio y entrenamientos para poder conseguir empleo
- Planear su "siguente paso"

Estamos muy orgullosos de este nuevo servicio y la hemos escogido a Ud. para que sea una de nuestras primeras consumidoras. Cordialmente la invitamos asistir a la primera orientacion de Paso Adelante:

Fecha: 5 de marzo, 1990
Hora: 8:30 - 10:30 AM o 1:00 - 3:00 PM
Lugar: Tx. Department of Human Services
2130 Mills (Oficina del Centro)

Por favor haga arreglos para que alguien se encargue de sus ninos. Tendremos placer en conocerla.

Sinceramente,

Client Self Support Services

Appendix B

Paso Adelante
Orientation Script

It is my pleasure to welcome you here this morning (afternoon). We appreciate you coming to this orientation.

Have you ever asked yourself:
Am I really happy?
Are my days satisfying?
Where do I want to go with my life?
How am I going to get there?

These are questions that all of us ask ourselves at different times in our lives.

And these are questions that are difficult to answer. To answer them we must:

Look at ourselves
See what we've been doing
Figure out what we want to be doing
Make a plan about where we're going and how we're going to get there
Make some choices
Make some changes in our behavior

This is a difficult process, but we do it so our lives can be more fulfilling. LIfe has a way of forcing us to change:

We become parents
Our children start school
Our children leave home
Our children get married

These are all examples of major life events - but there are smaller events in our lives, when one day we wake up and say

I'm tired of my life
Everyday is the same
I have nothing to look forward to
Life is leaving me behind
I NEED A CHANGE!!!

Everybody goes through this at different times. It doesn't matter if you're rich or poor, young or old. Since this is such a universal experience, over the years counselors, social workers, psychologists and professionals who work with people have pulled together helpful ideas to guide people through these steps of life change and life planning.

They have developed some tools that help all kinds of people at all ages learn how to go about.

Making decisions
Setting goals

Appendix B

Planning their future
Figuring out what they want and how they're going to get it!

This is a process that can be learned and used over and over at different stages of our lives when we feel it's time for a change.

We're very proud to announce that several agencies here in El Paso came together and asked "what can we do to help?" These agencies joined together, pooled their resources and expertise and developed a program just for you! Paso Adelante.

Paso Adelante is a special time for you to spend time learning about yourself

learning new skills
organizing your life

As far as we know, we're the only place in the state and perhaps in the country that has brought together the public schools, the Community College, the Private Industry Council, the Department of Human Services to offer a comprehensive, efficient program in life-planning - free of charge. A similar program would cost you a lot of money in the private sector.

Paso Adelante has taken a lot of time and and cooperation to develop - but we believe, that it is an exceptional program for you and we think it's a good investment.

That's why we invited you here today - to offer you this wonderful new opportunity to:

Make choices about your future
Make new friends
Learn new skills
Become more interested and involved in life
Have more to talk about
and perhaps most importantly, to show your kids the importance of having a goal to show them how to make decisions and carry through with those decisions. This is something that will make them proud of you. If for no other reason, take this step forward for them.

Paso Adelante will be taught by qualified teachers from the public schools.

We've set-up locations in several areas of town so that you can attend class that is most convenient for you.

The classes will meet for 36 hours. They will be held for 2-3 hours per class either 2 or 3 times a week, depending on the schedule the public schools can arrange.

In these classes we will be studying the stages and steps needed for educational or career preparation.

Appendix B

We're going to help you learn about the many education/job training opportunities in El Paso, such as PIC, the school districts and EPCC. These agencies will come to your class and talk to you about their programs and services and answer your questions.

We're going to help you in the "process" of choosing a career and or job training

Paso Adelante will:
Help you prepare for your future
Help you decide on "your next step"
Help you start feeling good about yourself
Help you see yourself as a unique individual with many capabilities - someone who is competent and successful

Just like all plants and animals, we humans must grow - and not just physically, we must "grow" in our minds as well. Within everyone of us is a desire to

Develop ourselves
Develop our minds
Seek new knowledge
"Be all that we can be"

What we're asking from you today is for you to make one decision and that is to choose to attend Paso Adelante. Choose to invest your time in Paso Adelante so that you can continue to step forward on a journey to a more fulfilling life.

Appendix C

Texas
Department
of
Human Services

COMMISSIONER
Ron Lindsey

BOARD MEMBERS
Rob Mosbacher
Chairman, Houston
Maurice L. Barksdale
Arlington
David Herndon
Austin
Glenn McMennamy
Amarillo
Ida K. Papert
Dallas
Louis P. Terrazas
San Antonio

PASO ADELANTE

LETTER OF INTENT

NAME: ______________________________
(Nombre)

ADDRESS: ______________________________
(Direccion)

CITY: ______________________________
(Cuidad y Estado)

ZIP CODE: ____________
(Zona Postal)

TELEPHONE NUMBER: ____________________
(Numero de telefono)

(1) In which language would you prefer to be taught?
(En que idioma prefiere recibir instruccion?)

English/Ingles ( )   Spanish/Espanol ( )

(2) Do you need assistance in transportation to attend **PASO ADELANTE?** (Necesita asistencia con transportacion para participar en **PASO ADELANTE?**)

Yes/Si ( )   No ( )

(3) Is there someone who can take care of your child(ren) while you attend **PASO ADELANTE?** (Hay una persona que le puede cuidar a los ninos mientras usted participe en **PASO ADELANTE?**)

(4) What time would you prefer to attend classes?
(Que hora prefiere atender estas clases?)

Morning/Manana ( )   Afternoon/Tarde ( )   Evening/Noche ( )

I agree to participate in **PASO ADELANTE:**
(Estoy de acuerdo a participar en **PASO ADELANTE**)

______________________________   ______________________________
Signature/Firma   Date/Fecha

Appendix D

THE FIVE STEP CURRICULUM MODEL

INITIAL INQUIRY: The instructor begins the class by presenting a specific topic or theme. During this time, the instructor models appropriate language behaviors such as questioning, expanding, and reinforcing. Participants are encouraged to participate in the discussion no matter how limited their knowledge of the topic. Open-ended questions are vital to this initial step. During the discussion, vocabulary words can be selected and written on the chalkboard. The words can then be discussed and used in context and copied by the students into their notebooks.

LEARNING ACTIVITY: In order to extend the oral language which was used in the first step and to help the students make the connection between oral and written languge, the teacher engages the students in a hands-on, concrete learning activity which varies with the intelletual content of the subject. It is designed to increase student knowledge in the subject area as well as increase awareness of language patterns and structure.

LANGUAGE EXPERIENCE: Following the hands-on, concrete learning activity, a language arts experience activity is used to further develop comprehension of the day's theme and the participants' listening, speaking, reading and writing skills. This is often a language experience approach in which the students' own words or oral compositions are written down and used as material for instruction.

READING IN CONTEXT: The teacher may select an appropriate book, poem, article or other reading for the class. The purpose of this directed reading-thinking activity is for the teacher to model appropriate reading behaviors and allow the student to use these behaviors while actualy engaged in reading. The teacher encourages students to discuss, question, predict, interpret, summarize and to relate the reading to their own experiences and prior knowledge. Students can be taught how to develop reading strategies such as using context clues for determining word meaning or metacognitive techniques for increasing reading comprehension.

HOME ACTIVITY: Before the participants leave the class, the instructor suggests activities for them to do at home with their children or family. The home activities are an extension of the theme and skills emphasized in the main lesson.

Appendix E

PASO ADELANTE
AGENDA
STAFF TRAINING
April 19-20, 1990

Thursday - April 19

8:30-8:45	Introductions	
8:45-10:00	REFOCUS Overview Texas Dept. of Human Services:	Luis Macias (Program Director) Alicia Lopez (Employment Specialist) Veronica Torrez (Group Facilitator)
10:00-10:15	**Break**	
10:15-12:00	Paso Adelante Overview El Paso Community College:	Dr. Carol Clymer (Director, Literacy Programs) Barbara Baird (Project REFOCUS Coordinator)
12:00-1:30	**Lunch**	
1:30-2:00	5 Step Curriculum Model	Dr. Carol Clymer
2:00-4:30	Curriculum Overview	Barbara Baird

Friday - April 20

8:30-10:00	Whole Language Approach to Reading El Paso Community College:	Diane Starke (Reading Instructor)
10:00-10:15	**Break**	
10:15-12:00	Ethnographic Data El Paso Community College	Dr. Elizabeth Quintero (Director, Project FIEL)
	Facilitator Aides Observations	Dr. Ana Macias (Asst. Director, Project FIEL)
12:00-1:30	**Lunch**	
1:30-2:00	Client Characteristics El Paso Community College:	Veronica Bague (Assessment Specialist, Literacy Programs)
2:00-4:30	Wrap-Up	

Appendix F

DHS ASSESSMENT SUMMARY
FOR AUGUST 1989 THRU JUNE 1990

TOTAL CLIENTS ATTENDED DHS ORIENTATION:	424	
TOTAL WHO ENROLLED (EPCC):	164	39%
TOTAL DID NOT ENROLL:	260	61%

SEX	NO.	%
Male:	01	01
FEMALE:	163	99

THE TOTAL WHO ENROLLED IN PASO ADELANTE (APRIL - JUNE 1990) WERE 48 OUT OF THE 78 CLIENTS WHO ATTENDED THE DHS ORIENTATIONS DURING THOSE THREE MONTHS.

READING LEVELS:

ENGLISH:	NO.	%
P.P. - 1.9:	83	50
2.0 - 3.1:	47	29
3.2 - 4.4:	17	10
4.5 - 6.0:	03	02
6.1+:	04	03
N/A:	10	06

SPANISH:	NO.	%
P.P. - 2.0:	04	03
2.1 - 3.0:	08	05
3.1 - 4.0:	49	30
4.1 - 6.0:	52	32
6.1 - 9.0:	19	11
9.1+:	10	06
N/A:	22	13

AGE:	NO.	%
16-19:	04	02
20-29:	24	15
30-39:	78	47
40-49:	39	24
50-59:	18	11
60+:	01	01

ETHNICITY:	NO.	%
HISPANIC:	164	100
WHITE:	--	--
BLACK:	--	--
ASIAN:	--	--
INDIAN:	--	--

YEARS OF EDUCATION:	NO.	%
NEVER ATTENDED:	09	05
1-6 YRS.:	122	74
7-10 YRS.:	28	17
11+:	02	02
N/A:	03	02

ATTENDED SCHOOL:	NO.	%
U.S.:	16	09
MEXICO:	143	87
OTHER COUNTRY:	02	02
N/A:	03	02

PLACEMENTS	NO.	%
STEP I:	42	26
STEP II:	10	05
STEP III:	03	02
TELELEA:(Televised instruction):	41	25
ONE/ONE:	03	02
CONVERSATION:	09	05
PRE-VOCATIONAL:	02	02
PROJECT CAREER:	--	--
REFERRALS:	19	12
PIC/ALPHA:	04	02
UNPLACED:	31	19

PLEASE NOTE: The testing instrument used in determining the student's reading level for placement into the EPCC Literacy program was the Woodcock Language Proficiency Battery.

Appendix G

Facilitator Aide Observations Form

Name of Student: ______________________________

DATE	BEHAVIOR DESCRIPTION	COMMENTS

Appendix H

PASO ADELANTE PARTICIPANT RESPONSE FORM

LOCATION ______________________ DATE ______________

We are interested in your evaluation of Paso Adelante. Please read the following statements and answer "yes" if you agree with the statement, or "no" if you disagree with the statement.

	YES	NO
The first information meeting helped me know what to expect in Paso Adelante.	____	____
The location of my Paso Adelante class was convenient for me.	____	____
My Paso Adelante class helped me decide on an education and career goal.	____	____
I enjoyed being in the class with my classmates.	____	____
I have more confidence since attending Paso Adelante.	____	____
My teacher seemed to enjoy teaching Paso Adelante.	____	____
My teacher encouraged me to make future plans.	____	____
My teacher was usually prepared for each class session.	____	____
I would recommend Paso Adelante to my friends.	____	____
The faciliator aide in my class was very helpful.	____	____

Each of the following was an activity you did in class. Please let us know what you thought of each activity by checking whether you thought it was "excellent," "good," or "poor."

	Excellent	Good	Poor
Physical and Personal Qualities Worksheet ("kind," "funny," "tall," "slim," etc.)	____	____	____
Drawing a lifeline (from birth to present, and from present to death)	____	____	____
Listing 20 things you like to do	____	____	____
Values Checklist ("adventure," "money," "pleasure," "security," etc.)	____	____	____
Decision Making (listing alternatives and making a plan)	____	____	____
Goal Setting (steps to take to meet goals)	____	____	____

PASO ADELANTE PARTICIPANT RESPONSE FORM

	Excellent	Good	Poor
Career Search (20 questions and the four worlds of People, Paper, Mind or Things)	____	____	____
Time Management (ideal working day, making lists, making a schedule)	____	____	____
Stress Management (stress test and ways to reduce stress)	____	____	____
Agency visits	____	____	____
Readings	____	____	____
Homework	____	____	____

Please give us any comments you may have about these activities.

What did you like best about Paso Adelante?

What improvements would you make in this course?

What changes have you noticed in yourself as a result of Paso Adelante?

Has your family commented on any changes they have noticed?

Appendix H

PASO ADELANTE RESPUESTA DE PARTICIPANTE

LOCALIDAD DE CLASE ______________________________ FECHA ____________

Estamos interesados en su evaluacion de Paso Adelante. Por favor lea las siguientes declaraciones y conteste "si" si esta de acuerdo con la declaración, o conteste "no" si no esta de acuerdo.

	SI	NO
La primera información que adquiri me ayudó a saber que esperar acerca de Paso Adelante.	___	___
El lugar donde se encontró la clase fue conveniente para mí.	___	___
Mi clase de Paso Adelante me ayudó a determinar una meta de educacion y elegir una carrera.	___	___
Gozé de la compania de mis companeras.	___	___
Me siento más segura de mí misma desde que asisti a Paso Adelante.	___	___
La maestra le gustó enseñar Paso Adelante.	___	___
La maestra me animo a hacer planes para el futuro	___	___
La maestra se preparo para cada clase.	___	___
El tutor me ayudo bastante.	___	___
Le recomendaria Paso Adelante a mis amigas.	___	___

De las siguientes actividades que hizo en clase, por favor indiquenos que piensa, si fue excelente, útil o inútil.

	EXCELENTE	ÚTIL	INÚTIL
Hoja de trabajo acerca de cualidades personales ("amable," "chistosa," "alta," "delgada," etc.)	___	___	___
Hoja de trabajo acerca de periodo de vida (de nacimiento al presente, y del presente hasta la muerte)	___	___	___
Lista de 20 cosas que le gustaría hacer.	___	___	___
Lista de valores ("aventuras," "dinero," "placer," "seguridad," etc.)	___	___	___
Pasos para tomar decisiones (evaluando alternativas y determinando un plan)	___	___	___

Appendix H

PASO ADELANTE RESPUESTA DE PARTICIPANTE

	EXCELENTE	UTIL	INUTIL
Proponer Metas (pasos para tomar decisiones)			
Busqueda de carreras (20 preguntas y los 4 mundos acerca de gente, papel, mente o cosas)			
Manejo de su tiempo (día ideal de trabajo, componer listas, componer horarios)			
Manejo del "stress" (prueba de "stress" y maneras para reducirlo)			
Visitas de Agencias			
Lecturas			
Tarea			

Por favor comente sobre estas actividades.

Que le gustó más acerca de Paso Adelante?

Que sugiere para mejorar este curso?

Que cambios nota en su persona a consecuencia de Paso Adelante?

Ha comentado su familia acerca de los cambios que ellos han notado?

Appendix I

INDIVIDUAL EDUCATION PLAN

Name ______________________________ Social Security # ______________

Address ______________________________ Date of birth ______________

Telephone #______________ Telephone # for message/emergency______________

EDUCATION

1. What is the last grade you completed? ______________________________

2. Did you graduate from high school or receive a GED certificate? ______________

3. Where did you attend school? ______________________________
County City State

4. How long has it been since you attended school? ______________________________

5. Have you attended any ADDITIONAL schools or training programs besides high school or GED?

No _____ Yes ______

If yes, where? ______________________ When? ______________

What did you study? ______________________________

EDUCATION GOALS

1. What program are you going to study? ______________________________

2. Where are you going to go to school? (CHECK ONE)

El Paso Independent School District __________
Ysleta Independent School District __________
El Paso Community College:
  Literacy Center __________
  ALPHA Center __________
  Other EPCC program __________
Private Industry Council __________
Education Talent Search __________
Other ______________ __________

3. When will you start classes? ______________________________

4. How long are the classes each week? ______________________________

5. How long will you be going to this school? ______________________________

Appendix I

EMPLOYMENT GOAL

I want to be employed as a(n) ______________________________

COMMENTS

Do you have any personal comments or concerns?

SIGNATURE ______________________________ DATE ______________

****

FOR OFFICE USE ONLY

TESTING

Name of Test	Test date	Language Version	Score	Reading Grade Level

REVIEWS

Date	No. of hour completed	Short-term goals	Long-term goals	Referrals	Comments	Signature

Appendix I

PLAN DE EDUCACION INDIVIDUAL

NOMBRE ______________________________ NUMERO DE SEGURO SOCIAL _______________

DOMICILIO ______________________________ FECHA DE NACIMIENTO _________________

TELEFONO ______________________ NUMERO DE EMERGENCIA ________________________

EDUCACION

1. CUAL ES EL ULTIMO NIVEL QUE TERMINO EN LA ESCUELA? ______________

2. GRADUO DE LA PREPARATORIA O RECIBIO UN CERTIFICADO EQUIVALENTE A LA PREPARATORIA? ____________________

3. DONDE ASISTIO LA ESCUELA? ____
   CIUDAD ESTADO PAIZ

4. CUANTO TIEMPO HACE QUE DEJO DE ESTUDIAR? __________________________

5. ASISTIO ALGUNA ESCUELA VOCACIONAL O HA LLEVADO ACABO ALGUN ENTRENAMIENTO APARTE DE LA PREPARATORIA O SU EQUIVALENTE? ______________________________

   SI SU RESPUESTA ES SI, DONDE? __________________________
   CUANDO? __________________________
   QUE ESTUDIO? __________________________

METAS EDUCACIONALES

1. QUE PIENSA ESTUDIAR? ____

2. DONDE PIENSA ASISTIR LA ESCUELA? (MARQUE SOLO UNO)

   LAS ESCUELAS PUBLICAS EN EL PASO _______
   LAS ESCUELAS PUBLICAS EN YSLETA _______
   EL COLEGIO DE LA COMUNIDAD DE EL PASO:
      CENTRO DE ALFABETIZACION _______
      CENTRO ALPHA __________
   OTRO PROGRAMA BAJO EL COLEGIO _______
   CONCILIO DE LA INDUSTRIA PRIVADA (PIC) _______
   SER _______
   OTRO ____

3. CUANDO COMIENZARA SUS CLASES? ____

4. CUANTO TIEMPO DURAN SUS CLASES CADA SEMANA? ___________________________

5. POR CUANTO TIEMPO IRA A ESTA ESCUELA? ____________________________________

Appendix I

META DE EMPLEO

QUIERO TRABAJAR DE

COMENTARIOS

TIENE ALGUNOS COMENTARIOS PERSONALES O PREGUNTAS?

FIRMA

FECHA

****

FOR OFFICE USE ONLY

TESTING

Name of test	date of test	language version	score	reading grade level

REVIEWS

Date	# hrs completed	short-term goals	long-term goals	referrals	comments	signature

Appendix J

TEACHER COMMENTARY ON STUDENT
(Objective and/or Subjective)

Please turn in when sheet is full.

TEACHER: ______________________ SCHOOL: ______________

STUDENT: ____

DATE	COMMENTS

Appendix K

TEACHER ACTIVITY EVALUATION FORM

DAY ________

ACTIVITY	COMMENTS/SUGGESTIONS

Please evaluate each activity in relation to its relevance, appropriateness, usefulness, level of difficulty, interest level of students, whether you would recommend using it again, if more or less time is needed, comments students made about the activity, ways to improve it, etc.

SIGNATURE ______________________________ DATE ____________

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